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ABSTRACT

This manual was developed to provide training for professional and paraprofessional staff to support at-risk youth. The manual is organized in 14 sections that include the following topics: educational, cultural, and/or social problems; the identification process; the referral process; counseling strategies and techniques; alternative instructional strategies; adaptation or modification of materials; mentors and peer tutors; community-based and school-based support services; parent support groups; involvement in school activities; study skills; positive self-concept development; motivation; and classroom management. The final section lists 61 references. Each of the 14 content sections includes lecture notes, information sheets, and suggested activities. A collection of transparency masters at the front of the manual is keyed to each section. Appendixes provide interview forms for student vocational assessment; parent vocational assessment; teacher vocational assessment; a vocational behavior checklist for preliminary screening for placement; descriptions of vocational assessment instruments including publisher information; a profile summary form for special needs students; a comprehensive analysis of a vocational training program; a checklist of vocational support services for disadvantaged students; and a list of sources of bilingual and non-English vocational materials for various vocational areas. (KC)

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WORKING TOGETHER
To Support At-Risk Youth

Developed by

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NORTH TEXAS STATE UNIVERSITY
1890

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INTRODUCTION

This manual has been developed in fulfillment of a contract with the Texas Education Agency. The primary purpose for this effort is to provide training for professional and paraprofessional staff to support at-risk youth.

The ultimate goal of this project is to train 1500 individuals who are involved in the education of at-risk youth. The training will address the following areas:

1. The scope of the educational, social, and/or cultural problems of at-risk youth.
2. The processes for the identification of potential dropouts.
3. The referral processes appropriate for in-school, at-risk student assistance.
4. Counseling strategies or techniques.
5. The use of alternative instructional strategies.
6. The establishment of close relationship with students, such as mentors and peer tutors.
7. Community-based and school-based support services.
8. The creation of parent support groups.
9. Activities to encourage at-risk students to become involved in school activities.
10. The development of study skills.
11. Techniques for helping at-risk youth to develop a positive self - concept.
12. Techniques for adapting or modifying materials.
13. Techniques for motivating at - risk youth.
14. Classroom management strategies.

AT - RISK YOUTH TRAINING NETWORK

The following individuals have been trained by the Project Staff at North Texas State University and will serve as state-wide trainers. They will also serve as contact persons for the twenty Region Education Service Centers. These persons may be contacted to answer questions or provide additional information.

Trainer 1

Mr. Tommy Hester
Andrews High School
405 N. W. 3rd.
Andrews, TX 79714
(915) 523-3640

Trainer 2

Ms. Maria Teresa Grijalva
Burgess High School
7800 Edgemere St.
El Paso, TX 79925
(915) 772-7451

Trainer 3

Dr. Bill Watkins
Cooper High School
3639 Sayles Blvd.
Abilene, TX 79605
(915) 691-1000

Trainer 4

Ms. Judy Bly
Flour Bluff High School
2505 Waldron Rd.
Corpus Christi, TX 78418
(512) 937-5658

Trainer 5

Ms. Nell Hill
Webster Intermediate
400 Walnut
Webster, TX 77598
(713) 332-2411

Trainer 6

Mr. Chris Christopher
R. L. Turner High School
1600 Josey Lane
Carrollton, TX 75006
(214) 323-5997

Trainer 7

Dr. Pat McLeod
Ms. Donna Cunningham
Ms. Christine Putzstuck
Ms. Marty Barbieri
At-Risk Youth Project
Occupational and
Vocational Education
North Texas State
University
P.O. Box 13857
Denton, TX 76203-3857
(817) 565-3486

TRAINING ASSIGNMENTS

TRAINER		REGION	
1	16	Amarillo	January 27-28
Tommy Hester	17	Lubbock	February 22-23
	18	Midland	April 6-7
2	19	El Paso	January 27-28
Maria Teresa Grijalva			
3	9	Wichita Falls	January 26-27
Bill Watkins	14	Abilene	February 23-24
	15	San Angelo	March 22-23
4	1	Edinburg	January 27-28
Judy Bly	2	Corpus Christi	February 22-23
	3	Victoria	March 30-31
5	4	Houston	January 27-28
Nell Hill	5	Beaumont	February 22-23
	6	Huntsville	March 28-29
6	7	Kilgore	January 27-28
Chris Christopher	8	Mt. Pleasant	February 23-24
	10	Richardson	March 28-29
7	13	Austin	January 25-26
North Texas State	20	San Antonio	February 23-24
University At-Risk	11	Ft. Worth	January 27-28
Youth Project Staff	12	Waco	February 22-23

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At-risk youth suffer from Educational problems such as:

1. Alienation and isolation within the school.
2. Differential treatment resulting from negative "labeling".
3. Deficiencies in basic academic skills.
4. Inability to focus and maintain attention, retain information, and follow directions.
5. Lack of study skills.
6. Distracting, disruptive, and aggressive behaviors.
7. Failure to meet the demands of the educational system.
8. Chronic truancy and high absenteeism.
9. Association with other dropouts.
10. Underachievement.
11. Nonparticipation in school activities.
12. Inability to learn from traditional instruction.
13. Failure to begin or complete assignments on time.
14. Confusion.
15. Inability to concentrate and maintain interest.
16. Little experience with success.
17. Limited vocabulary.
18. Gaps in knowledge

The Cultural problems of at-risk youth include:

1. Poverty.
2. Malnutrition.
3. Lack of parental support and understanding.
4. Adolescent parenthood.
5. Delinquency.
6. Minority status.
7. Need to contribute to family finances.
8. Parents are non-english speaking.

The Social problems of at-risk youth include:

1. Inability to make and keep friends.
2. Lack of:
    a. Coping skills.
    b. Problem-solving skills.
    c. Interpersonal skills
    d. Respect for and inability to relate to authority figures.
    e. Insight into other's perceptions and feelings
3. Negative self-concept.

4. Diminished sense of self-worth.
5. External locus of control.
6. Feelings of incompetence.
7. Sense of alienation and rejection from others.
8. More emotional problems than completers.
9. Unhappiness.
10. Depression.
11. Difficulty in handling hostility.
12. Poor judgement.
13. Nervousness and overactivity.
14. Withdrawal.
15. Desire for immediate gratification.
16. Rejection.
17. Peer pressure and conformity.
18. Neglect.

T 1.4

ENROLLMENT DATA AND ATTRITION RATES IN TEXAS BY RACIAL/ETHNIC AFFILIATION AND SEX: TEXAS, 1982-1983 TO 1985-1986

	9th Grade Enrollment 1982-83	12th Grade Enrollment 1985-86	High School (9th-12th Grade) Enrollment 1982-83	High School (9th-12th Grade) Enrollment 1985-86	12th Grade Expected Enrollment 1985-86	Attrition (Number)	Attrition Rate (Percentage)
Hispanic							
Male	34,884	20,421	101,755	112,920	38,712	18,291	47
Female	31,860	20,344	96,922	108,410	35,636	15,292	43
Total	66,744	40,765	198,677	221,330	74,348	33,583	45
Black, Not Hispanic							
Male	18,776	11,801	62,710	61,637	18,455	6,654	36
Female	17,937	12,336	61,783	61,829	17,950	5,614	31
Total	36,713	24,137	124,493	123,466	36,405	12,268	34
American Indian/Alaskan Native							
Male	222	106	683	671	218	112	51
Female	216	119	662	588	192	73	38
Total	438	225	1,345	1,259	410	185	45
Asian/Pacific Islander							
Male	1,774	1,615	5,887	8,154	2,457	842	34
Female	1,530	1,499	4,937	9 7,036	2,180	681	31
Total	3,304	3,114	10,824	15,190	4,637	1,523	33
White, Not Hispanic							
Male	70,159	52,699	247,474	258,917	73,403	20,704	28
Female	65,761	51,347	235,228	248,101	69,360	18,013	26
Total	135,920	104,046	482,702	507,018	142,763	38,717	27
All Groups							
Male	125,815	86,642	418,509	442,299	133,245	46,603	35
Female	117,304	85,645	399,532	425,964	125,318	39,673	32
Total	243,119	172,287	818,042	868,263	258,563	86,276	33

T 1.5

ENROLLMENT DATA AND ATTRITION RATES BY EDUCATION SERVICE CENTER REGION: TEXAS, 1982-83 TO 1985-86

Education Service Center Region	9th Grade Enrollment 1982-83	12th Grade Enrollment 1985-86	High School (9th-12th Grade) Enrollment 1982-83	High School (9th-12th Grade) Enrollment 1985-86	12th Grade Expected Enrollment 1985-86	Attrition (Number)	Attrition Rate (Percentage)
Region 1	15,251	9,891	45,208	51,619	17,414	7,523	43
Region 2	7,893	5,708	28,302	28,682	7,999	2,291	29
Region 3	4,227	3,195	15,659	15,289	4,127	932	23
Region 4	52,203	34,461	168,587	176,898	54,776	20,315	37
Region 5	7,285	5,597	26,836	26,038	7,068	1,471	21
Region 6	8,104	5,651	27,026	28,372	8,508	2,857	34
Region 7	11,269	8,724	39,876	42,187	11,922	3,198	27
Region 8	3,970	3,035	14,687	14,830	4,009	974	24
Region 9	3,058	2,321	11,161	11,407	3,125	804	26
Region 10	33,285	23,306	111,883	119,395	35,520	12,214	34
Region 11	19,737	15,468	69,968	78,058	22,019	6,551	30
Region 12	7,158	5,632	26,443	28,026	7,587	1,955	26
Region 13	12,967	9,697	43,381	49,662	14,844	5,147	35
Region 14	3,621	2,674	12,580	12,921	3,719	1,045	28
Region 15	4,033	2,798	13,146	13,460	4,129	1,331	32
Region 16	5,590	4,323	20,155	20,704	5,742	1,419	25
Region 17	6,180	4,375	21,933	21,267	5,992	1,617	27
Region 18	5,784	3,956	19,691	20,134	5,914	1,958	33
Region 19	10,330	7,024	32,147	35,105	11,281	4,257	38
Region 20	21,174	14,451	69,373	74,209	22,650	8,199	36
All Regions	243,119	172,287	818,042	868,263	258,345	86,058	33

T 1.6

SUMMARY OF COSTS AND BENEFITS

BENEFIT CATEGORIES

I. Possible savings related to:

- Welfare Costs
  - AFDC Costs ---------- 94.80 million
  - Food Stamps --------- 158.90 million
- Category Total --------------------------- $253.7 million
- Training and Adult Education Costs
  - Adult Education ----- 4.00 million
  - JTPA ---------------- 8.86 million
- Category Total ---------------------------- $12.9 million
- Crime and Incarceration Costs
  - Incarceration & Post Supervision -- 126.19 million
  - Judicial Costs ------ 5.88 million
  - Police Protection --- 116.10 million
  - Property Loss ------- 119.60 million
- Category Total -------------------------- $367.77 million
- Unemployment Insurance & Placement Services
  - Unemployment Ins. --- 15.73 million
  - Placement Services -- 1.90 million
- Category Total ------------------------- $17.63 million

TOTAL POSSIBLE SAVINGS IN RELATION
TO SOCIAL EXPENDITURES IN THESE AREAS ---- $652.00 million

II. Possible increase in wages and taxes

- Gross Earnings:
  - Male Dropouts ------ 10.955 billion
  - Female Dropouts ---- 5.938 billion
  - Total ---- 16.893 billion
- Minus Tax Revenues ------- 5.068 billion
- Net Earnings Loss ------ 11.825 billion

TOTAL LOST EARNINGS AND TAX REVENUES ---------- $16.893 billion

TOTAL BENEFIT CATEGORIES I & II -------- $17.545 billion

COST CATEGORIES

- Education & Prevention Costs
  - Cost of completing high school -------- 913.50 million
  - Cost of providing dropout prevention programs ----------- 331.90 million
  - Cost of College for that group that continues beyond high school - 656.30 million

TOTAL EDUCATION & PREVENTION COSTS ---- $1.90 billion

T 2.1

HOUSE BILL NO. 1010

CHARACTERISTICS OF AT-RISK YOUTH

1. Poor academic performance
2. Delinquency
3. Drug or alcohol abuse
4. Limited English proficiency
5. Receives compensatory or remedial instruction
6. Sexually, physically, or psychologically abused
7. Pregnancy
8. Slow learner
9. Late enrollment
10. Stops attending before the end of the school year
11. Underachiever
12. Unmotivated

Additional characteristics include:

1. The student was not advanced from one grade level to the next for two or more school years.

2. The student has math or reading skills that are two or more years below grade level.

3. The student did not maintain an average equivalent to a "70" on a scale of "100" in two or more courses during a semester or is not maintaining such an average in two or more courses in the current semester.

4. The student is not expected to graduate within four years of the date he/she begins ninth grade.

5. The student did not perform satisfactorily on an assessment instrument administered in the 7th, 9th, or 12th grade.

T 2.2

IDENTIFYING CHARACTERISTICS

Student_______________________________ Grade__________

Please check any of the following characteristics that apply to this student.

_____Poor grades

_____Low math scores

_____Failed a class

_____Immature

_____Unable to identify with other students

_____Frequent health problems

_____A "loner"

_____Verbal deficiency

_____Non-English speaking home

_____Disruptive in class

_____Stressful home life

_____Minority

_____Nonparticipation in school activities

_____Frequent absenteeism

_____Low reading scores

_____Failed a grade

_____Easily distracted

_____Poor social adjustment fails to see relevance of education

_____Single parent family

_____Low self-concept

_____Does not relate to authority

_____Siblings/parents dropped out

_____Frequent tardiness

_____Physically/psychologically abused

_____Alcohol and/or drug abuse

_____Contact with police

_____Course selection

Other:____

____

T 2.3

Sources of Student Information

1. Records
    - a. Cumulative record folder
    - b. Test results (vocational, interest, aptitude, ability intelligence, achievement, etc.)
    - c. Anecdotal records
    - d. Physical examinations (dental, visual, auditory, etc.)
2. Indirect Contacts
    - a. Home visits
    - b. Reliable members of the community (Boy Scout leaders, priests or ministers, police, etc.)
    - c. Parents
    - d. Guidance nurse or guidance counselor
    - e. Dependable teachers
3. Direct contacts
    - a. Personal observations during: informal discussions, conferences, special help periods, nonschool activities
    - b. Conclusions drawn from: autobiographies, questionnaires,
    - c. Diagnostic, formative, and summative evaluation-tests and quizzes, written and oral classwork, and homework

(From: Clark/Starr, 1986)

T 2.4

Cumulative Record

A cumulative record contains data concerning the student's life both in and out of school, gathered over the years. This information may be in the form of:

1. Vital statistics
2. Student's personal goals
3. Significant experiences
4. Conferences
5. Test data
6. Health records
7. Family history
8. Academic progress
9. Extra curricular activities
10. Personality rating and descriptions
11. Questionnaires
12. Administrative information
13. Copies of documents
14. Anecdotal reports
15. Behavior logs
16. Conference reports

From: Clark/Starr, 1986)

T 2.5

Observations

When observing, ask yourself the following questions:

1. Does the student seem bored?
2. Does the student appear to like or dislike the subject?
3. Does the student understand the content?
4. Does the student understand what to do?
5. Does the student know how to proceed?
6. Does the student have the necessary background and skills?
7. Is the student uncomfortable?
8. Has the student given up trying because of past failures?
9. Is the student afraid of failing?
10. Is the student distracted by other interests, goals, etc?
11. What is the student good at?
12. What type of things does the student like or enjoy?
13. What are the student's goals and aspirations?
14. What problems does the student seem to have?
15. Where does the student need help or encouragement?
16. To what does the student react well?

(From: Clark/Starr, 1986)

T 3.1

REFERRAL PROCEDURES

1. Identify a referral coordinator and/or center where files are developed and kept regarding programs, services, and students involved.

2. Develop a filing system specifically for the referral center to access information easily.

3. Identify programs and services offered by the school and the community. Develop a form letter to send to service providers requesting information and brochures about services. Explain your program goals and your interest in the services available from that organization, agency, or business.

4. Identify contact people at each organization. Develop and adapt contact and referral procedures for each organization. Identify "backup" contacts both at the organization and at the school referral center in case the initial contact is not available.

5. Establish a follow-up service to ensure that student needs are being met.

6. Inform parents of any referrals made regarding their child.

T 3.2

REFERRAL SERVICES

1. Match students to appropriate program or support service.
2. Mediate between student and program personnel.
3. Assist students in their program involvement.
4. Act as an advocate in meeting the unique needs of individual students.
5. Assist students in developing goals consistent with their multiple roles in life.
6. Direct students to programs and services that correspond with their special needs.
7. Provide students with realistic information about programs and services.
8. Maintain an awareness of the multifaceted nature of student needs.
9. Provide continued and consistent support for student growth.

(Adapted from Bhaerman, Belcher & Merz; 1986)

T 3.3

DUTIES OF REFERRAL PROGRAM COORDINATOR

1. Supervise, and evaluate program functions. Coordinate these with instructional services.

2. Communicate information on student characteristics and needs to teachers and administrators.

3. Prepare periodic reports of program activities.

4. Seek out and make recommendations for developing additional programs based on identified needs.

5. Maintain contact with supportive service program supervisors through visits, phone calls, and printed information.

6. Provide inservice training workshops for program planning and coordination of efforts.

7. Conduct follow-up studies and inform staff of results.

8. Gather relevant information on each student.

9. Help students understand the potential benefits of program participation.

10. Maintain files and records.

11. Maintain contact with student after referral.

(Adapted from Bhaerman, Belcher, & Merz; 1986)

T 4.1

ACTIVE LISTENING ATTITUDES

1. You must want to hear what the student has to say and be willing to take the time to listen. If you do not have the time, you need to say so.

2. You must genuinely want to be helpful to the student with his/her problem. If you do not want to, wait until you do or refer the student to someone who can help.

3. You must genuinely be able to accept the student's feelings, however different they may be from the feelings you think he/she "should" have.

4. You must have a feeling of trust in the student's capacity to handle his/her feelings, work through them, and find solutions to his/her problems.

5. You must appreciate that feelings are not permanent. They can change from one moment to the next and from one extreme to the other. You don't have to be afraid of negative feelings getting expressed. Realize that this is how the student is feeling at the moment and is not something to be threatened by.

6. You must be able to see the student as a unique person. This will allow you to give the student the freedom to have his/her own thoughts and feelings.

T 4.2

A PROBLEM-SOLVING MODEL

1. Define the problem.
2. Describe the factors which keep the problem going, and the factors which oppose the problem.
3. Brainstorm solutions.
4. Evaluate solutions and select the best one.
5. Develop an action plan.
6. Determine a time line.
7. Determine evaluation procedures.

COMMON PITFALLS IN PROBLEM-SOLVING

1. Trying to work on more than one problem at the same time.
2. Bouncing back and forth from one stage of the problem-solving model to another.
3. Proceeding to solutions before clearly defining and understanding the problem.
4. Going with the first solution suggested rather than being innovative and open to new possibilities.
5. Failing to divide solutions into manageable steps.
6. Failing to set timelines and deadlines.
7. Problem-solving by yourself, instead of enlisting the resources of others, especially when the results will affect others.

T 4.3

WORKING WITH THE AT-RISK STUDENT

1. Provide complete career and program information; ensure that all materials are free of racial, cultural, or class biases.

2. Seek positive ways to encourage and motivate the student.

3. Identify and confront the student's fears.

4. Help students develop appropriate social skills and assertiveness, and counsel them about appropriate behavior and dress if necessary.

5. Provide appropriate role models.

6. Help the student develop an appreciation for the rewards that follow a job well done.

7. Be clear and honest in all communications.

8. Be explicit about program requirements.

9. Conduct assessment in a nonthreatening manner.

10. Ensure that extra instructional support and time will be supplied if needed, even for elective courses.

11. Reassure students of the appropriateness of their training programs and studies.

(Bhaerman, Belcher, & Merz; 1986)

The purpose of **Individualized Instruction** is to plan lessons according to individual student capability as much as possible. Some elements of individualized instruction include:

1. It is necessary to vary the length, type, or difficulty level of assignments.
2. It is important to offer a variety of alternative materials and activities to permit students to progress at their own pace.
3. There are variable entry and exit points into the curriculum and variable pacing.
4. Instruction is based on the assessed capabilities of each student and objectives are varied as a result of assessment.
5. Students have a choice in selecting activities and setting goals.
6. Periodic evaluations are made to provide feedback to students.
7. Students are encouraged to help each other in pursuing individual goals and cooperate in achieving group goals.

The purpose of incorporating **Life Planning Activities** into the curriculum is to help students see the relevance of course work to their long range goals. Life planning activities may include:

1. Personal and career related skills development.
2. Communication and computational skills development.
3. Social skills and cultural awareness.
4. Development of job competencies.
5. Development of job holding skills and responsibilities.
6. Life skills/coping skills training.
7. Career guidance and counseling.

FOG READABILITY INDEX WORKSHEET

Title: ____________________ Type of Material: ________________

(e.g., textbook, test, procedure manual)

Passage #1

a._____ Number of sentences in the passage
b._____ Average sentence length (100 divided by a. above)
c._____ Number of 3 syllable words in the passage
d._____ Sum of (b) and (c) above
e.__x4__ Multiplication factor
f._____ Reading Level for Passage #1

SAMPLE PASSAGE FOR READABILITY EXERCISE

1. A motor protection switch is located under the conveyor cover just to the left of the letter feed switch. This is a safety device which prevents overheating of the motor should the machine become stopped in a part cycle; this can happen if a thick piece of mail above machine limitations stops in the machine. Should this occur, turn the letter feed switch OFF, then move the piece out of the machine toward the right. Allow two minutes, turn letter feed switch ON, then hold in push button of safety switch until an audible "click" is indicated. Resume normal operation.

T 5.3

WHY EMPLOYEES ARE FIRED

The following is a list of qualities a worker develops that will determine success or failure on the job.

Failure Qualities	Success Qualities
Can not get along	Friendly, outgoing attitude
Does not follow rules	Cooperativeness, leadership ability
Narrow interests, disloyalty	Acceptance of company goals
Lack of adaptability	Shows problem-solving ability and ideas
Lack of initiative	Self-starter, shows continual work improvement
Too little or too much ambition	Knowledge of personal growth potential
Misrepresentation and dishonesty	Honesty and ethics; responsible conduct
Carelessness	Pride in work
Job skill	
Absenteeism	

MATCHING TEACHING STYLE TO LEARNING STYLE

LEARNING STYLE	STUDENT CHARACTERISTICS	TEACHING STRATEGY
I. PERCEPTUAL PREFERENCES		
Visual	must have visual stimuli and visual representation	slides, movies, films, TV, demonstration, field trips
Written	dependence on reading and writing	reading and writing assignments, book based discussions
Auditory	learns by hearing	lecture, tapes, sound film, discussion
Motor Activity	learns by moving around	role play, games, learning centers
Tactile	has to touch everything	demonstration, games, creative projects
II. STRUCTURE		
Much Structure	short attention span, constant movement, asks for directions often, lack of self-confidence, lack of organization	definate and consistent rules, step-by-step instructions, short deadlines, one objective at a time, continuous feedback, concrete materials
Some Structure	prefers to work alone, grade conscious, does not ask questions or express personal opinions	definate and consistent rules, non-threatening situations, praise and support often
Little Structure	likes to discuss and argue, will question and volunteer, not afraid of making mistakes, tends to see entire picture and not the steps to get there	provide options in seating, pace, and topics, mobility, abstract materials, sharing in decision making, collaborative learning procedures
III. ENVIRONMENT		
Field Independent	prefers to work independently task oriented, competitive, formal relationship with teacher	graphs and formulas, focus on details, then generalities, provide independent activities
Field Dependent	prefers to work with and help others, seeks guidance and demonstration from teacher	emphasize generalities, use narration, drama, humor, provide cooperative work environment

(Adapted from: Bennett, 1986)

T 6.1

ADAPTING OR MODIFYING WRITTEN MATERIALS

1. Use basic key words of few syllables.
2. Define or explain new words before giving the student the material.
3. Use sentences that are:
    a. Short (five to eight words).
    b. Written in present tense.
    c. Simple, rather than compound or complex.
    d. Constructed so that a subject is followed by a verb.
4. Avoid figurative language.
5. Transform words into graphic aids by creating charts, graphs, drawings, or models, whenever possible.

T 6.2

ADAPTING OR MODIFYING WORKBOOKS

1. Remove pages from workbooks.
2. Cut material into individual problems which can be given to the student one at a time.
3. Have student work every other or only the odd numbered problems. Presenting smaller amounts of work may remove anxiety and make the material more manageable.
4. If pages are left intact, check each question as it is completed.
5. Mark the bottom of each completed page with an "X", or diagonally cut the lower right-hand corner. This enables the student and the teacher to locate the next page that needs to be corrected or completed.
6. To reduce distraction by visual stimuli on a full page, cover the page not being worked on with blank paper or tag board.
7. Reinforce workbook assignments by providing answer sheets that enable the students to check their own work.
8. Follow workbook assignments with class discussions.

T 6.3

EDITING TEXTBOOKS

1. Emphasize significant parts by:
   a. Underlining
   b. Highlighting
   c. Starring

2. Call attention to important content by drawing boxes around problems or information.

3. Cut out main ideas or other specific content information from the text and paste on separate sheets of paper. This arranges material sequentially and removes all distracting illustrations, colors, and nonessential information. Insert headings to facilitate organization and retention of ideas.

4. Delete all unnecessary or nonessential words with a dark pen so that the remaining content is the specific information the student needs.

T 6.4

ADAPTING OR MODIFYING TESTS

1. Shorten test.

2. Allow additional time for completing the test for those students who write slowly.

3. Provide test study guides.

4. Use a variety of formats:
    a. True/False
    b. Fill in the blank
    c. Matching
    d. Yes/No

5. Give frequent small tests and practice tests to relieve test anxiety.

6. Leave ample white space between questions,

7. Underline key words in the directions and test items.

8. Permit student to list important facts rather than answer in essay form.

T 6.5

Modifying Tests

1. Cut a "window" in the center of a 3 x 5 index card to help the student focus on one question or one problem at a time.
2. Use book markers or paper strips to help student keep up with his/her reading.
3. Keep test paper from being crowded with print as this creates anxiety and may cause the student to lose his/her place.
4. Provide poor readers with larger print.
5. Check, star, or circle key test items that need to be completed first.
6. Simplify complex directions by breaking them into small steps.

(From: The Center for Slow Learners, Dallas, Texas)

T 6.6

ADAPTATION OR MODIFICATION SUGGESTIONS

1. Allow extra time for completing an assignment, taking a test or copying down any information from the chalkboard.
2. Permit students to print their work.
3. Eliminate spelling and handwriting as standards for judging content.
4. Have better students use carbon paper to copy notes for another student.
5. Write assignments on the chalkboard and allow time at the end of the class for students to copy them down.
6. If longer assignments must be used, break them down into smaller individual assignments and then help the student to develop a timeline.
7. Let students share notes.
8. Use colored chalk to identify different activities.
9. Re-word or rewrite test questions at the student's reading level.
10. Provide slower readers with condensed, modified, or related stories that test the same elements.
11. Modify scoring.

T 6.7

HOW TO MODIFY SCORING

$$\frac{\text{NUMBER CORRECT}}{\text{NUMBER ATTEMPTED}} \times 100 = \%\ \text{Mastery}$$

(From: The Center for Slower Learners, Dallas, Texas)

T 7.1

MENTORING

1. Mentoring recognizes that for potential drop-outs, academic progress is more likely to take place when it is fused to a positive self-concept.

2. Helps students deal with and overcome some of their academic, school-related, social, and personal problems.

3. Mentoring includes both the student's academic and affective responses to his/her educational environment.

4. Role models offer advice, a personal relationship, and academic skill development.

5. The content of the mentoring sessions is largely left to the discretion of the mentor and mentee, with the mentor permitting the mentee to determine the focus of each session.

6. Academic tutoring may occur, but the majority of the sessions deal with personal, social and school concerns.

7. The use of college students is a highly cost-effective approach to providing individualized support to potential drop-outs.

(Turkel & Abramson; 1986)

T 7.2

Goals of the Tutoring Program

1. Increase academic and vocational achievement.
2. Increase cooperation.
3. Provide opportunities for successful learning experiences.
4. Permit individualized instruction.
5. Enhance self-esteem.
6. Improve attitudes toward school.
7. Improve student-teacher communication.
8. Supplement classroom instruction.
9. Provide additional time and assistance to the teacher.
10. Provide extra attention to students who need it.

Benefits of the Tutoring Program

Tutor

1. Uses knowledge and puts ideas into action.
2. Develops a sense of concern and responsibility for others.
3. Provides opportunities to learn to relate well to peers and adults.
4. Becomes supportive of persons with handicaps.
5. Increases confidence in own abilities.
6. Provides leadership opportunities.
7. Develops insight into teachers' role.

Learner

1. Increases self-esteem.
2. Gains confidence in relating to others.
3. Improves attitudes toward school, teacher, and peers.
4. Improves vocational and academic achievement.
5. Enables the student to progress at own rate.
6. Meets individual needs.
7. Provides more opportunities for success.
8. Receives encouragement and support from peers.
9. Provides instruction in student-to-student language.
10. Develops a positive relationship with a peer.

Teacher

1. Increases time to provide help to students who need extra assistance.
2. Allows for more attention to student's individual problems.
3. Develops a position of trust and influence with students.
4. School becomes more enjoyable for students.
5. Allows teacher to extend influence outside the classroom.
6. Decreases the cost of instruction in school.

Reprinted with permission of Dr. Susan B. Asselin (1984) Training Manual for Teacher Assistants, Virginia Polytechnic Institute and State University.

T 7.4

Planning a Tutoring Program

1. Set aside a specific day and time for sessions.
2. Outline specific assignments and directions for tutors.
3. Switch tutoring assignments periodically.
4. Do not allow tutors to administer real test to learners.
5. Give ALL students a chance to tutor as well as be tutored.
6. Go slowly and make sure all students know what to do.
7. Avoid pairing best friends.
8. Let parents know that all students will be a tutor and a tutee.
9. Consider providing cross-age as well as peer tutoring.
10. Because students of the same age have more mutual interests, a tutor of the same age may be more effective.
11. Tutoring sessions should be limited to two or three 20-30 minute sessions a week.
12. Try to provide a place for tutoring which is free from distraction and disturbance.
13. Parents need to know that tutoring does not replace teacher instruction but is supplemental to it.
14. Tutors may be selected from all students (low achieving, high achieving, etc.).
15. Establish specific goals and activities for the tutoring sessions.

(Good & Brophy, 1987; Mercer & Mercer,1985)

T 8.1

Working With The Community

Establishing Personal and Student Credibility

1. Dress in clothing appropriate to the environment.
2. Use informational materials whose writing and appearance reflect well on your school.
3. Use standard vocabulary or business terms, not jargon.

Contacting Community Personnel

1. Begin high in the company hierarchy; a person at a corresponding high level in your school may be able to facilitate contact.
2. Send an introductory letter promoting your school and indicating that you will make contact by phone.
3. Prepare preliminary notes; anticipate objections or questions.

Meeting With Community Personnel

1. Collect as much information as possible about the employer or agency before the meeting.
2. Ask informed questions.
3. Request a tour of the facilities.
4. Identify possible services.
5. Obtain referrals to other employers or agencies.
6. Agree on next steps.
7. Follow up with a letter or phone call to express appreciation, summarize agreements, and send any promised materials.

(Bhaerman, Belcher, & Merz; 1986)

T 8.2

SCHOOL - COMMUNITY BENEFITS

The development of school-community linkages may benefit the at-risk student by:

1. Providing information relevant to the student's education. A speaker from the community may be able to demonstrate why certain coursework is necessary or beneficial by linking it with job skills.

2. Providing information relevant to the student's career development. Field trips and guest speakers can help students identify career interests.

3. Increasing availability of support services which the student may be in need of. Many communities have supportive services which identify and offer help to at-risk youth who are experiencing problems.

4. Increasing the opportunity to develop programs which include work-related activities, or part time and/or summer jobs.

5. Providing positive input and increasing available resources through advisory committees, parents,and other community personnel.

TYPES OF SUPPORT SERVICES

Supportive services offered by the school may include:

Advocacy
Assessment and Evaluation
Counseling and Guidance
Employability Skill Development
Information Services
Instructional Support
Job Placement Assistance
Vocational Assessment
Transition Services (from school to community)

Supportive services found in the community may include all of the above, plus:

Family Counseling
Financial Assistance and Planning
Job Placement
Legal Counseling / Legal Aid
Health Care Services
Home Support (food, clothing, shelter, transportation)

T 8.4

Community Support Services

Make a 5x8 card file to include:

1. Possible field trips.
    a. What is there.
    b. Where it is and how to get there.
    c. Contact person.
    d. Expense involved and time required.
    f. Other comments.
2. Resource people, speakers, etc.
    a. Who they are.
    b. How they can help.
    c. Addresses and phone numbers.
    d. Other comments.
3. Resource material and instructional materials obtainable locally.
    a. Type of material.
    b. How to procure it.
    c. Expense involved.
4. Community groups.
    a. Names, addresses, and phone numbers.
    b. Function and purpose.
    c. Type of service.
    d. Contact persons.
    e. Other comments.
5. Local businesses, industries, and agencies.
    a. Names, addresses and phone numbers.
    b. Contact persons.
    c. Other comments.

(Clark & Starr; 1986)

T 9.1

Getting Parents Involved

1. Give parents a purpose for getting involved.

2. Demonstrate the benefits their involvement will bring.

3. Plan with them, not for them.

4. Develop programs to meet parents' needs as they see them.

5. Focus on real problems and concerns, not on abstract theory.

6. Recognize and appreciate parents' knowledge, experience and skills, and learn from them.

7. Develop a handbook containing:

    a. Procedures for registration.
    b. Invitations to visit the school.
    c. Conferences and progress reports.
    d. Special events.
    e. Testing and evaluation programs.
    f. Facilities at the school (cafeteria, clinic, library, etc.).
    g. Special programs offered (band, chorus, gymnastics).
    h. Summer programs.
    i. Recreation programs.
    j. Associations related to families and children.
    k. Community center.
    l. Special section related to child's grade level and academic program.
    m. Child's assignment-teacher's name and short autobiography.
    n. Note from the teacher.

(Berger, 1987)

Involving Single Parents

1. Set up special times for conferences and meetings. Be flexible in scheduling.

2. Arrange for baby-sitting services to care for children while single parents attend conferences or other school functions.

3. Inform parents who do not have custody of their child's progress.

4. Know the correct names of both parents and of children.

5. Ways to involve single parents may include early morning breakfasts with child care and breakfast for their children or small group breakfasts.

6. Ask about their needs and how they would like to become involved.

7. Acknowledge their needs.

8. Provide for communication with other parents, as with a newsletter.

9. Assure single parents that their involvement is valuable and that attendance of both parents at a conference or other school function is not necessary.

10. Develop some get-acquainted activities to help parents feel more comfortable in group settings.

(Berger, 1987)

T 9.3

Parent Involvement

The Teacher's Role

1. Facilitator
2. Teacher
3. Counselor
4. Communicator
5. Program Director
6. Interpreter
7. Resource Developer
8. Friend

The Administrator's Role

1. Morale Builder: helping teachers to feel positive and enthusiastic in their work with parents.

2. Program Designer: recognizing the importance of home-school-community relationships and striving to implement a working relationship.

3. Developer of effective principal-parent relationships where parents feel welcome:

    a. Maintain an open-door policy.

    b. Schedule open houses.

    c. Provide and equip resource areas for parents.

    d. Arrange parent education meetings.

    e. Develop parent workshops and in-service meetings.

    f. Support PTA, PTO, and PTSA.

(Berger, 1987)

T 9.4

Parent-Teacher Conference

1. Insure the privacy of the conference.
2. Be aware of any time limitations.
3. Do not use terminology that has meaning for you but not for the parent.
4. Have some questions about and show interest in the child.
5. Review your file and know enough about the child before the parent arrives so that he/she can see you have taken a personal interest in the child's welfare.
6. Remind parents that they may ask questions at any time and that you will be pleased to explain anything that is not clear.
7. Stay on the subject-the child's schooling and development.
8. Encourage the parents to contribute. Allow parents to talk at least fifty percent of the conference time.
9. Maintain eye contact. Look interested, nod in agreement, etc.
10. Never ignore a parent's question.
11. Be honest, yet tactful and sensitive to the parent's feelings.
12. Base your discussion on objective observation and concrete examples of work. Deal in specifics more than generalities.
13. Evaluate needs and select methods of remediating deficiencies.
14. Evaluate strengths and select methods of enriching those strengths.
15. Plan together for future educational goals.
16. Clarify and summarize the discussion.

(Berger, 1987)

T 9.5

Parent Volunteer Tasks

1. **Teaching tasks**
   - a. Tutor
   - b. Supervise learning centers
   - c. Listen to students
   - d. Play instructional games
   - e. Work with underachievers or learning disabled students
   - f. Teach students to type
   - g. Help students prepare and practice speeches, oral reports, etc.
   - h. Help students develop plays
   - i. Show filmstrips
   - j. Supervise production of a newsletter or newspaper
   - k. Share a hobby
   - l. Speak on travel and customs around the world
   - m. Demonstrate a skill: sewing, weaving, etc.

2. **Nonteaching tasks**
    a. Make games
    b. Prepare bulletin boards
    c. Repair equipment
    d. Grade and correct papers, record grades
    e. Plan parent workshops
    f. Prepare worksheets
    g. Run off material on copier
    h. Straighten bookshelves, centers, etc.

3. **Contribution from home**
    a. Serve as telephone chairperson
    b. Collect recycling materials
    c. Furnish refreshments
    d. Repair equipment
    e. Make games
    f. Baby-sit
    g. Write newsletters
    h. Coordinate volunteers

(Berger, 1987)

T 10.1

BENEFITS OF SCHOOL ACTIVITIES

School activities are beneficial in that they:

1. Release tension.
2. Offer a break from structure.
3. Provide rules which are generally set down and enforced by peers.
4. Provide an opportunity to improve coping skills and ability to deal with frustration.
5. Provide a setting for developing relationships.
6. Offer the opportunity to improve communication skills.
7. Teach decision making skills.
8. Encourage students to test their limits.
9. Provide a setting to learn problem solving skills.
10. Help students feel they "belong".

T 10.2

GUIDELINES FOR DEVELOPING SCHOOL ACTIVITIES

1. The school board should establish policies for student activities to limit direct and related costs of all programs.

2. Required or expected expenditures such as yearbooks, field trips, or letters should be carefully controlled.

3. Each proposed activity should include a statement of purpose, objectives, costs, and needs. These should be examined carefully.

4. An activities council or board should be established to provide screening and to review all proposed activities.

5. School resources such as materials, facilities, and supervisors should be made available.

6. Students should be surveyed to identify problem areas. Study levels of participation and effectiveness of each program.

7. A student activities director should be appointed to coordinate and evaluate the total program.

(Adapted from: Evans, 1971)

T 10.3

Reasons Students Participate in School Activities

1. Fun, personal enjoyment
2. Personal achievement
3. Personal interests and needs
4. Personal and social contacts
5. Popularity and social status
6. Development of leadership skills
7. Experiences not available in formal curriculum
8. Participation of friends
9. Recognition of talents

SUGGESTIONS FOR STUDENT INVOLVEMENT

1. Have a suggestion box available for those students who do not feel comfortable speaking up.

2. Identify and recruit some of the more active students and solicit their help in getting others involved. This approach will involve meetings with those students to exchange ideas and offer guidance.

3. Advertise activities! Students may not be aware of what is offered.

4. Involve shy students in "behind the scene" activities such as making posters, bulletin boards, or decorating the building for school activities.

5. Offer encouragement and recognition for participation.

6. Brainstorm ways to cut costs of activities or provide supplemental funding.

7. Schedule time during the school day for activities when possible.

8. Hold a school-wide contest to solicit student ideas.

9. Brainstorm ideas for activities. Take a student vote. Ensure that all students have the opportunity to vote.

10. Seek opportunities to involve the community.

11. Provide opportunities for a variety of students to assume leadership roles.

12. Form student boards for program planning.

13. Develop opportunities which take into consideration different skill levels and different levels of involvement.

T 11.1

HOMEWORK LOG

1. Assignment: ______________________________
____
2. Date Assigned: ______________________________
3. Date Due: ______________________________
4. Date Completed: ______________________________
5. Personal Reaction: ______________________________
____
____

* * *

1. Assignment: ______________________________
____
2. Date Assigned: ______________________________
3. Date Due: ______________________________
4. Date Completed: ______________________________
5. Personal Reaction: ______________________________
____
____

(Adapted: Devine, 1987)

T 11.2

ORGANIZATIONAL SKILLS

I. Notebooks
   - a. Encourage students to keep a separate notebook for each class.
   - b. Color code notebooks with textbooks or other class materials.
   - c. Match numbers or letters on notebooks or other class materials.

II. Folders
   - a. Provide the student with a separate folder for each class.
   - b. Include a daily schedule for the student to follow.
   - c. Keep a list of specific activities and assignments to be completed each day.
   - d. Include a timeline for longer assignments.
   - e. Keep charts or graphs to record scores of each activity to insure that evaluation is frequent and students have tangible evidence of their progress.

III. Work Space
   - a. Designate a specific area in which to work.
   - b. Keep all class materials together in this space.
   - c. Clear work area of all unnecessary materials .
   - d. Clear work area of all unneeded supplies.

T 11.3

HELPING STUDENTS STUDY

1. Motivate the student by:
    - a. Relating new knowledge to previous knowledge.
    - b. Relating new knowledge to real life situations or experiences outside of the school.
    - c. Explaining why the new information is important.
    - d. Pointing out something interesting that can be found in the new material.
    - e. Discussing what the students can expect to learn.
2. Define and explain new vocabulary.
3. Discuss pictures, headings, illustrations, etc.
4. Ask the students what they would like to know about the new materials.
5. Give clear directions on what is to be done and how it is to be done.
6. Allow students to read aloud the new material in pairs or small groups.
7. Follow up assignment and evaluate what the students have read by having a discussion to clarify ideas, principles, and information.
8. Help students apply what they have read to answer questions or begin problem-solving.
9. Provide advance organizers.

T 11.4

STUDENT STUDY SUGGESTIONS

1. Schedule a specific time for studying.
2. Identify a quiet place for studying.
3. Collect all of the materials you will need for the assignment (ruler, pencil, pen, paper, worksheet, book, dictionary).
4. Study your hardest subjects first.
5. Plan to study as soon after class as possible.
6. Plan a short, daily review of each subject.
7. Divide your study into small parts. Do not try to study the entire assignment at one time.
8. Make sure you understand the assignment.
9. Take small breaks during the study period.
10. Develop a system for memorizing.
11. If there are words you do not know, look up their meaning.
12. Be sure to read all titles, headings, notes in the margins, charts, graphs, and illustrations.
13. Use the Table of Contents and the Index.
14. Check to see if you have completed all of the assignment.
15. Put your name on each paper.
16. Re-read your paper and look for mistakes.
17. Keep your paper in a safe place so that you will have it ready to turn in.
18. Use your schedule.
19. Revise your schedule when you need to.

T 11.5

ADVANCE ORGANIZERS AND STUDY GUIDES

An **Advance Organizer** is a short, written summary of the content to be studied. It is given to the student before he/she reads the material. To be effective, the advance organizer will:

1. State the purpose and plan of presentation.
2. Explain major ideas.
3. Define or give synonyms for difficult vocabulary.
4. Use language that the students can understand.

* * *

A Study Guide is a set of specific, written directions from the teacher, which tells the student how to respond to an assignment. It will direct the student page by page or paragraph by paragraph through an assignment. It will tell the student:

1. What to focus on.
2. What to skip over quickly.
3. What to remember and what to ignore.
4. Explain difficult terms, words or ideas.
5. Relate the material to previous knowledge.
6. Relate the material to the lives of the students.
7. Ask specific questions.
8. List specific activities.
9. Indicate notetaking skills ("list," "summarize," "outline").

(Adapted: Devine, 1987)

T 11.6

EXAMPLE OF A STUDY GUIDE

Page 100: The main idea for the chapter is in the second paragraph. Find it and rephrase it as a question in your notebook.

100-102: Skim this material quickly. You can return to it later. (recapitulate means "repeat in concise form.")

102: Why doesn't it change? The author implies the question but doesn't answer it. Write your answer.

103: The author gives evidence here to support the main idea. Don't forget to copy it in your notebook.

104: Slow down and read this very carefully. This is the heart of the chapter.

105: Before you read this, go back and check the main idea. Is the author getting off the subject? Why?

106: The italicized statement must be important. Copy it.

107: Stop here and write a two-sentence summary of the chapter so far.

(From: Devine, 1987)

T 12.1

Indicators of a Positive Self-Concept

1. Gives others directives or commands
2. Voice quality is appropriate for situation
3. Expresses opinions
4. Sits with others during social activities.
5. Works cooperatively in a group
6. Faces others when speaking or being spoken to
7. Maintains eye contact with others
8. Maintains comfortable space between self and others
9. Little hesitation in speech, speaks fluently

(From: Santrock, 1987)

T 12.2

Indicators of a Negative Self-Concept

1. Puts down others by teasing, name calling or gossiping
2. Gestures are dramatic or out of context
3. Inappropriate touching or avoids physical contact
4. Gives excuses for failures
5. Glances around to monitor others
6. Brags excessively about achievements, skills, appearances
7. Verbally puts self down (self-depreciation)
8. Speaks too loudly, abruptly or in a dogmatic tone
9. Does not express views or opinions, especially when asked
10. Assumes a submissive stance

(From: Santrock, 1987)

T 12.3

The Teacher's Self-Concept

1. " The self-understanding of teachers is a necessary factor in coping with their feelings and in becoming more effective in the classroom."

2. "Each teacher needs to view himself with respect, liking, and acceptance. When teachers have essentially favorable attitudes toward themselves, they are in a much better position to build positive and realistic self-concepts in their students."

3. "Effective teachers...could be distinguished from ineffective helpers on the basis of their attitudes about themselves."

4. "There seems to be general agreement that the teacher needs to have positive and realistic attitudes about himself and his abilities before he is able to reach out to like and respect others."

(From: Elkins, 1979)

T 12.4

Teacher Attitude and Student Self-Concept

1. "The most unavoidable conclusion is that the teacher's attitude and opinions regarding his/her students have a significant influence on their success in school."

2. "The teacher, through his facial expressions, postures, and touch, through what, how, and when he speaks, subtly helps the child to learn."

3. "The key to building positive and realistic self-images in students lies largely in what the teacher believes about himself and his students."

(From: Elkins, 1979)

T 12.5

SELF-CONCEPT AND SCHOOL ACHIEVEMENT

One summer evening a mouse scampered through the offices of the Educational Testing Service and triggered, quite accidentally, a delicate mechanism just as the data for a student named Henry Carson was being scored.

Henry was an average high school student, unsure of himself and his abilities, whose scores on College Entrance Examination Board's tests would have been average or less. The mouse's accident caused the computer to "misfire" and the scores that emerged for Henry were striking: 800s in both verbal and quantitative areas!

When (as Lowry tells it) these scores reached lucky Henry's school, the word spread like wildfire. Teachers began to have second thoughts about Henry! Had they miscalculated? Had they so underestimated him? Counselors trembled at the thought of such talent wasted! College admissions officers made a bee-line for Henry!

Now a new world opened for him. He started to grow as a person and as a student. He began to be treated differently by his teachers, counselors, parents. A kind of self-fulfilling prophecy began. Henry excelled. He went to college. He graduated with honors. And (as Lowry ends the fable) he became "one of the best men of his generation."

(From Devine, 1987:)

Lowry, H.F. "The Mouse and Henry Carson." Opening Address, Conference on Outstanding Students in Liberal Arts Colleges, Buck Hills, Pennsylvania, March 29, 1961.

T 12.6

Self-Fulfilling Prophecy and Student Self-Concept

1. "When teachers show they don't expect a high level of performance, they set up self-fulfilling prophecies which (too frequently) come true!"

2. "When students believe that you believe they can succeed, they often do; when they think that you think they are doomed to failure, they tend to fail."

3. "Prejudging sets up self-fulfilling prophecies which may come true, to the student's advantage - or disadvantage."

4. "Students' school achievement is indeed influenced by how they view themselves and how they think others view them."

5. "The expectations of others - particularly teachers and parents - shape a student's self-concept just as much as his or her own previous achievement."

(From: Devine, 1987)

T 12.7

Classroom Atmosphere and Self-Concept

A classroom atmosphere in which positive student self-concepts can develop includes:

1. Challenge (realistic, relevant, and attainable goals).
2. Freedom...
   a. from threat.
   b. of choice.
   c. to make mistakes.
3. Respect (self-worth, dignity, value).
4. Warmth (consideration, understanding, friendliness, calm, acceptance, support, help, courtesy, commitment).
5. Control (firm but fair discipline, preparation, consistency, politeness).
6. Success (focus is on accomplishments rather than mistakes).

T 12.8

Why Be Concerned About Student Self-Concept?

1. "It may be said with some confidence, then, that students' school achievement is indeed influenced by how they view themselves and how they think others view them."
   (From: Devine, 1987)

2. "Many teachers have noted that students who feel good about themselves tend to do well in school, and those who do not feel good about themselves do not do well."
   (From: Devine, 1987)

3. ". . . learning increases when self-concept increases."
   (From: Elkins, 1979)

T 12.9

STUDENT PROGRESS CHART

NAME ______________________________

CLASS ______________________________

WEEK OF ______________________________

Percent	M	T	W	Th	F
100					
90					
80					
70					
60					
50					
40					
30					
20					
10					
0					

T 12.10

Charts

Charts can provide visible evidence of success. Progress charts enable the student to see when he/she has successfully completed a task. Recording the successful completion of a task can be very significant to a learner who is convinced that he/she is not capable of learning and who has experience little academic success.

To be most effective, charts should:

1. Encourage self-competition rather than public competition.
2. Record only successes and never failures.
3. Cover short periods of time (preferably a week).

T 13.1

Six Factors That Influence Student Motivation

1. The classroom learning activities that the teacher selects.
2. The methods chosen by the teacher to present these activities to the students.
3. The procedures used to test and evaluate the students.
4. The classroom atmosphere created by the teacher.
5. The teaching strategies that encourage student participation.

T 13.2

The Importance of Success Experiences for At-Risk Youth

1. When students experience early failure, they may try to avoid further learning that may bring more failure.

2. It is essential that the teacher provide numerous opportunities for each student to experience success.

3. Once students experience a degree of success, they begin to feel better about themselves and are more likely to succeed again. SUCCESS LEADS TO SUCCESS.

4. After students have numerous successes, their self-concept change.

5. It is important that the teacher help every student establish the feeling that they can succeed!

T 13.3

How To Assure That Each Student Experiences Success

1. Help the student set up realistic goals that are neither too low nor too high.

2. Provide tasks that are appropriate for the individual student's ability level.

3. Give the usual group instruction.

4. Follow group instruction with individual attention.

5. Let the student know when his/her goals have been reached.

6. Help the student keep an individual progress chart on which to record grades.

T 13.4

Nonverbal Communication

POSITIVE

1. Facial expressions: smiles, winks, grins
2. Gestures: nods, clapping of hands, pats on back
3. Standing close to students
4. Writing positive comments on student's work
5. Writing student's responses on the board
6. Posting examples of student's work

NEGATIVE

1. Facial expressions: frowns, scowls, rolling eyes
2. Gestures: shaking head negatively
3. Silence
4. Moving away from student
5. Ignoring student

T 13.5

Basic Classroom Reward Structures

COMPETITIVE

1. Individual Competition	Only a small number of individuals can obtain the greatest rewards and only at the expense of the other class members.
2. Group Competition	Groups of students cooperate among themselves in order to compete with other groups for the available rewards.

COOPERATIVE

1. Group Reward	Rewards are distributed on the basis of the group's performance. An individual can obtain a reward only if the other group members can obtain the same reward.
2. Individual Reward	The accomplishments of the the rewards received by one individual are completely independent of the accomplishments and rewards of other individuals.

(From: Biehler/Snowman, 1986)

T 13.6

Advantages of Cooperative Rewards

Cooperative or group rewards help develop positive attitudes toward:

1. Subject areas
2. Instructional activities
3. Teachers
4. Other students
5. Achievement motivation
6. Interpersonal skills
7. Intrinsic motivation
8. Friendliness

(From: Biehler/Snowman, 1986)

T 13.7

Praise

Offer praise that is:

1. A natural, spontaneous response to the student's accomplishments.
2. Sincere and not hypocritical.
3. Specific in that it refers to exactly what the student has done that is noteworthy.
4. Informative in that it relates to the student his/her status.
5. Believable and real.
6. An indication to the student that what he/she has done is a direct result of effort and ability and not luck.
7. A reference to what the student has accomplished now as compared to what he/she has done in the past.

(From: Biehler/Snowman, 1986)

T 14.1

CLASSROOM MANAGEMENT SUGGESTIONS

1. Have student or students join in planning-choices where they exist-and scheduling, decision making. Let them help schedule sequence of activities.
2. Alternate sedentary and lively activities-prevents boredom-but limit excitement.
3. Keep classroom activity moving at a good pace; plan for every minute of the classroom.
4. Avoid lag time when students are not engaged in any activity-leads to discipline problems.
5. Keep a file of several activities that are of educational value, short, and can be used instantaneously.
6. Use a variety of materials and presentation formats.
7. Plan for transitions between activities.
8. Give a single sentence or two of instructions.
9. Treat students as if they are important and what they say is valuable.
10. Allow student to disagree with teacher's opinion.
11. Begin each class with a review of the previous day's activities.
12. End each class with a preview of what will be done the next day.
13. Avoid unnecessary delays.
14. Gain all students' attention before beginning an activity.
15. Repeat important information.

T 14.2

THE TEACHER AND CLASSROOM MANAGEMENT

The teacher of at-risk youth is most effective when she/he:

1. Attends school regularly.
2. Reduces classroom tension.
3. Accepts the students as individuals with feelings and desires.
4. Helps the students to feel good about themselves and what they are doing.
5. Listens actively.
6. Asks students, frequently, their thoughts and opinions.
7. Talks less and encourages more active involvement by the students.
8. Waits for response.
9. Asks one question at a time.
10. Encourages students to do their own work.
11. Provides opportunities for students to express their feelings.
12. Knows exactly what is going on in the classroom at all times.
13. Allows students to complete one activity before going on to another.

T 14.3

Instructional Time and Discipline Plan

Instructional Time is more worthwhile when the teacher:

1. Adjusts plans when necessary.
2. Keeps all students actively involved.
3. Avoids time when students are inactive.
4. Avoids interrupting students when they are working.
5. Keeps class going at a good pace.
6. Plans for every minute of the classroom time.

A Discipline Plan includes:

1. Avoiding threats.
2. Providing a place for "time out".
3. Punishing as a last resort.
4. Rebuilding of rapport after a teacher-student conflict.
5. Establishing classroom structure from the first day of class, and then allowing for adjustments in lowering of structure as the year progresses and needs of students change.
6. Reinforcing positive behaviors.
7. Keeping offenses in perspective.

T 14.4

Routine and Pace

Classroom tension is reduced by following a Routine which includes:

1. Greeting students with a smile as they enter the room.
2. Beginning each class with a review of the previous day's activities.
3. Being able to handle several different activities going on at the same time.
4. Ending each class with a preview of what will be done the next day.
5. Asking one question at a time and waiting for a response, positively reinforcing any attempt.
6. Explaining changes in routine before they occur.

The teacher controls classroom Pace by:

1. Limiting excitement.
2. Providing transitions between activities.
3. Beginning with an activity that is short and that the student can successfully complete.
4. Beginning with large group activities and then moving to individual activities
5. Basing new learning tasks upon previously acquired knowledge.

T 14. 5

A Final Thought

"Try to send your students away from your instruction

anxious to use what they have been taught -

and eager to learn more."

(From Biehler/Snowman, 1986)

SECTION 1

LECTURE NOTES

EDUCATIONAL, SOCIAL, AND / OR CULTURAL PROBLEMS

1. State the problems identified in the **Introduction** on page 1 in the manual.
    a. While most at-risk youth are capable of completing high school, many do not.
    b. Providing effective intervention, remediation, and prevention strategies for the at-risk youth is greatly facilitated by an awareness of his/her educational, social, and cultural problems.
2. Make reference to the **Quotes** found on page 2 in the manual.
3. Key concepts found in the **Narrative** (pages 3 and 4) include:
    a. There is a fairly consistent profile of students who are at risk as school dropouts.
    b. The school has not yet formulated an effective response to these problems.
    c. The goal of this manual is to provide information, activities, and resources to aid educators in working with at-risk youth.
4. Use **TRANSPARENCY 1.1** (page 5) to discuss the Educational problems of at-risk youth.
5. Use **TRANSPARENCY 1.2** (page 6) to discuss the Cultural problems of at-risk youth. Emphasize number 6, referring to minority status and use **TRANSPARENCY 1.4** to illustrate Texas Dropout Statistics by racial and ethnic groups.
6. Use **TRANSPARENCIES 1.2 and 1.3** (pages 6-7) to discuss the Social problems of at-risk youth.
7. Use **TRANSPARENCY 1.5** to discuss Texas Dropout Statistics by Educational Service Center Region.
8. Use **TRANSPARENCY 1.6** to discuss the dropout problem in terms of cost to society.

EDUCATIONAL, CULTURAL, AND/OR SOCIAL PROBLEMS

INTRODUCTION

While most at-risk youth are capable of completing high school, many do not. Unfortunately, these adolescents not only confront the same problems as students who do receive their diploma, but they also experience additional problems in a number of areas. Facing stumbling blocks at school, from society and their culture, and at home, the at-risk youth's "Dissatisfaction with school appears to be part of a larger picture of psychological discontent rather than a direct reflection of inefficient functioning in the classroom" (Jackson & Getzels, 1975). The at-risk youth presents a general picture of discontent, unhappiness, and depression. Providing effective intervention, remediation, and prevention strategies for the at-risk adolescent is greatly facilitated by an awareness of his/her educational, social, and cultural problems.

"What is needed clearly is a system which supports comprehensive, multifaceted planning for those young people whose needs are so diverse and whose problems are so grave that they cannot be well served by single purpose programs or approaches." (Staying In, 1976)

"Adolescents who drop out of school often feel incompetent or incapable of dealing with their world . . . ." (Santrock, 1987)

EDUCATIONAL, CULTURAL, AND SOCIAL PROBLEMS

Studies tell us that there is a fairly consistent profile of students who are at risk as school dropouts. Most at-risk youth are minorities who come from low socioeconomic level families. Single parent homes are common. Quite often, there is a close association with either a relative who has dropped out or peers or adults who have dropped out. There is generally little cohesiveness in the family and little parental support for education. Dropouts are over represented among delinquents and inmates, adolescent parents, drug users, and attempted suicides.

Because most at-risk youth come from low income families, and education is a "middle class" institution, these students are not able to identify with school life and feel rejected by it. As a result, they develop negative attitudes toward school and associate more with people outside of school. They become more and more alienated within the school setting and more socially isolated. This alienation and isolation leads to frustration. Those who blame themselves for their frustrations and failures with the school system are more likely to drop out than those who blame the system.

The school has not yet formulated an effective response to the problems of at-risk youth. Because of negative student attitudes, lack of parental support and increased work loads associated with educating at-risk youth, it is understandable that teachers tend to form negative opinions and expectations. Students who have been labeled "at-risk" receive more negative feedback and, as a result, experience additional problems with self-confidence and self-esteem. A vicious cycle is begun because this lowered self-esteem leads to more inappropriate behavior and attitude problems.

Because the problems of at-risk youth are so diverse, educators are often at a loss as to how to help these students. Throughout this manual, our goal is to provide information, activities, and resources which will aid teachers, counselors and their at-risk students in breaking out of the dropout cycle.

At-risk youth suffer from Educational problems such as:

1. Alienation and isolation within the school.
2. Differential treatment resulting from negative "labeling".
3. Deficiencies in basic academic skills.
4. Inability to focus and maintain attention, retain information, and follow directions.
5. Lack of study skills.
6. Distracting, disruptive, and aggressive behaviors.
7. Failure to meet the demands of the educational system.
8. Chronic truancy and high absenteeism.
9. Association with other dropouts.
10. Underachievement.
11. Nonparticipation in school activities.
12. Inability to learn from traditional instruction.
13. Failure to begin or complete assignments on time.
14. Confusion.
15. Inability to concentrate and maintain interest.
16. Little experience with success.
17. Limited vocabulary.
18. Gaps in knowledge.

The Cultural problems of at-risk youth include:

1. Poverty.
2. Malnutrition.
3. Lack of parental support and understanding.
4. Adolescent parenthood.
5. Delinquency.
6. Minority status.
7. Need to contribute to family finances.
8. Parents are non-English speaking.

The Social problems of at-risk youth include:

1. Inability to make and keep friends.
2. Lack of:
    a. Coping skills.
    b. Problem-solving skills.
    c. Interpersonal skills.
    d. Respect for and inability to relate to authority figures.
    e. Insight into other's perceptions and feelings.
3. Negative self-concept.

4. Diminished sense of self-worth.
5. External locus of control.
6. Feelings of incompetence.
7. Sense of alienation and rejection from others.
8. More emotional problems than completers.
9. Unhappiness.
10. Depression.
11. Difficulty in handling hostility.
12. Poor judgement.
13. Nervousness and overactivity.
14. Withdrawal.
15. Desire for immediate gratification.
16. Rejection.
17. Peer pressure and conformity.
18. Neglect.

NOTES

SECTION 2

LECTURE NOTES

IDENTIFICATION PROCESS

1. State the problems identified in the **Introduction** on page 9 in the manual.

    a. Identification of potential dropouts often serves to negatively label students. The positive outcome of identification which is the provision of services for these youth, is often overlooked.

    b. Attempts to develop identification procedures often fail due to lack of coordination among educators, families, and students. What is needed is the coordination of information from these sources.

2. Make reference to the **Quotes** found on page 10 in the manual.

3. Key concepts found in the **Narrative** (pages 11-13) include:

    a. A formal system of identification is needed so that input gathered from different sources can be compiled and understood more readily.

    b. Characteristics of at-risk youth have been identified in House Bill No. 1010. Use **TRANSPARENCY 2.1** (pages 11-12) A complete copy of H.B.1010 is included in the appendix. *Note* Page 12 (number 5) in the manual refers to "assessment instruments". Included in the appendix is a packet of information titled Serving Special Needs Students In Vocational Education. This packet contains information regarding assessment instruments.

    c. Methods of identifying at-risk youth include checklists, verbal/written contact with students and their parents, structured observation, and the compilation of data in student file.

4. Use **TRANSPARENCY 2.3** to discuss Sources of Student Information.

5. Use **TRANSPARENCY 2.4** to discuss data which may be contained in a student's Cumulative Record.

6. Use **TRANSPARENCY 2.5** to discuss questions to be considered in a structured observation.

IDENTIFICATION PROCESS

INTRODUCTION

Identification of potential dropouts has often served only to negatively label students. This negative labeling may result in differential treatment which further aggravates the problems of at-risk youth. A positive outcome of identification of at-risk youth is the provision of services to keep them in school.

Attempts made to develop appropriate identification procedures often fail due to lack of coordination among educators, families, and students. Experienced teachers and counselors may be able to identify at-risk students without the help of a formal procedure. Parents often know that their children are struggling with school. Other information is available through school records, observation of student behavior and from the students. What is needed is the coordination of this information through a system designed to identify and serve students at risk of dropping out.

"In general, drop-outs tend to be students who have negative attitudes toward school, poor attendance, and low achievement levels."
(Turkel, 1986)

"Dropouts cut across all ethnic, and social, and geographic lines, and they drop out for a multitude of reasons." (Staying In, 1976)

". . . grade school teachers can predict successfully which students will be less skilled, less confident, more anxious, and receive the lowest grades during the first year of their high school experience. These at-risk for failure students display poor strategies for achieving success, low expectancy of success, and heightened anxiety. Consequently, any successful remedial program must attack not only skill deficits, but affective and cognitive deficits as well."
(Stevens, 1982)

"It therefore appears imperative to identify students early and to offer them alternative school programs which will enhance their self-concept as well as develop a basis for further change in other areas."
(Strathe, 1979)

IDENTIFICATION PROCESS

Potential dropouts can be identified and helped through the coordination of input from teachers, counselors, students and their parents. General characteristics of at-risk youth have been identified through existing research. A formal system of identification is needed so that input gathered from different sources can be compiled and understood more readily.

The roles of teachers, counselors, and support staff in the identification process can be defined and coordinated through an in-service training program. This type of training can also emphasize the importance of the roles that students and their families can take in the implementation of effective identification procedures.

Many characteristics of students at risk of dropping out have been identified in House Bill No. 1010. These students may exhibit the following characteristics:

1. Poor academic performance
2. Delinquency
3. Drug or alcohol abuse
4. Limited English proficiency
5. Receives compensatory or remedial instruction
6. Sexually, physically, or psychologically abused
7. Pregnancy
8. Slow learner
9. Late enrollment

10. Stops attending before the end of the school year
11. Underachiever
12. Unmotivated

Additional characteristics identified in H.B.1010 include the following:

1. The student was not advanced from one grade level to the next for two or more school years.
2. The student has math or reading skills that are two or more years below grade level.
3. The student did not maintain an average equivalent to a "70" on a scale of "100" in two or more courses during a semester or is not maintaining such an average in two or more courses in the current semester.
4. The student is not expected to graduate within four years of the date he/she begins ninth grade.
5. The student did not perform satisfactorily on an assessment instrument administered in the 7th, 9th, or 12th grade.

Many of the identifying characteristics of at-risk youth are readily observable by teachers or counselors. Those students who exhibit poor math and reading scores, failures in classes and/or grades, high rate of absenteeism and frequent tardiness, lack of participation in school activities, disruptive behavior, and a tendency to turn in incomplete, incorrect course work (or none at all) are considered to be at-risk.

Other characteristics are not as easily observable by school personnel. These include: low self-esteem and poor self-concept, a lack of identification with the school, family problems, lack of parental support for education, parents and/or siblings are dropouts, drug or alcohol abuse, emotional problems, and failure to see the relevance of education to the "real world".

Some of these characteristics may be identified through contact with the student and his or her family. Questionnaires may be developed and distributed to all students at the beginning of each school year to obtain some information. A "Parent Questionnaire" may solicit information about levels of education achieved in the family, or the parent's field of work. A "Student Questionnaire" may ask for information concerning the students' feelings about school, who their friends are, what they do with spare time, and what educational and career goals they have.

Teachers may identify characteristics through observation of student behavior, and record findings on a checklist or report. A brief training period may be required to ensure that observations are objective.

The goal is to develop a comprehensive file on the at-risk student from as many sources as possible in order to obtain an accurate assessment. This file should contain student biographical data such as; educational history, family information, health problems/handicaps, and personal and social development. The file should also include assessment information in such areas as self-concept, interests, skills and abilities, and student performance.

Much of this information may already be available in the student's school records. This data should be organized and supplemented when possible in order to identify at-risk youth and the problems they face.

IDENTIFYING CHARACTERISTICS

Student______________________________ Grade__________

Please check any of the following characteristics that apply to this student.

_____Poor grades

_____Low math scores

_____Failed a class

_____Immature

_____Unable to identify with other students

_____Frequent health problems

_____A "loner"

_____Verbal deficiency

_____Non-English speaking home

_____Disruptive in class

_____Stressful home life

_____Minority

_____Nonparticipation in school activities

_____Frequent absenteeism

_____Low reading scores

_____Failed a grade

_____Easily distracted

_____Poor social adjustment

_____Fails to see relevance of education

_____Single parent family

_____Low self-concept

_____Does not relate to authority

_____Siblings/parents dropped out

_____Frequent tardiness

_____Physically/psychologically abused

_____Alcohol and/or drug abuse

_____Contact with police

_____Course selection

Other:____

____

STUDENT QUESTIONNAIRE

Name ______________________ Grade __________

Dear Student:

The purpose of this questionnaire is to help us find out about the students in our school so that we can better serve them. Please answer the following questions and give us any additional information you think we need to know. If you are uncomfortable answering any of these questions, feel free to leave them blank.

1. Do you live with both parents? YES ___ NO ___
2. If not, who do you live with? ______________________
3. How many brothers and sisters do you have? ______________________

   What do they do? (work, school, both?) ______________________
4. Did your father graduate from high school? YES___ NO___
5. Did your mother graduate from high school? YES___ NO___
6. In which subjects are you most successful?______________________
7. In which subjects are you least successful? ______________________
8. What do you do after school?______________________
9. Are you involved in any school activities?______________________

   If not, why? ______________________
10. What do you do during summer vacation? ______________________

11. What jobs do you think you might enjoy? ______________________

Why? ______________________

12. How would you describe yourself? ______________________

13. How would your friends describe you? ______________________

14. How does your family describe you? ______________________

15. Who do you talk to when you have a problem? ______________________

16. If you could do anything you wanted to do, what would it be? ______________________

17. What do you like about school? ______________________

18. What do you dislike about school? ______________________

19. Are you currently working outside of school? ______________________

If so, what hours do you work? ______________________

PARENT QUESTIONNAIRE

Dear Parent(s):

The purpose of this questionnaire is to find out as much as we can about our students so that we are better able to meet their needs. Please answer the following questions. If there are any questions you are uncomfortable with, feel free to leave them blank. Thank you for your help.

Parent Name(s) ____

Student Name ____

1. Father's occupation:____________________________________
   Did you graduate from high school? YES___ NO___

2. Mother's occupation:____________________________________
   Did you graduate from high school? YES___ NO___

3. How many children are in your family? ______________________
   What grades are they in school?__________________________
   Do any of them work?____________________________________
   Have any of them dropped out of school? YES___ NO___

4. What would you like your son/daughter to do after he/she gets out of school? (technical school, community college, college, job)______________________________
   ____

5. What kind of job would you like your child to have? ________________
   ____

6. How much time does your child spend studying?____________________

7. What does your child do in his/her spare time?

8. What duties does he/she have around the house?

9. Does your child have any health problems?

10. Does your child work outside the home?
If so, what are his/her hours?

11. What does your child do especially well? (special talents, skills, etc.)

12. What are his/her weaknesses?

13. Please tell us anything else you think we need to know about your child so that we can better serve him/her.

14. Are there programs or services you would like to see offered by the school?

GUIDELINES FOR OBSERVING BEHAVIOR

1. The word "behavior" refers to actions. Describe specific, observable behaviors.

AVOID SAYING	SAY
He is a good student.	He completes assignments.
She is a nice person.	She says "please" and "thank you".
He is conscientious.	He is on time for class every day.

2. Do not interpret behavior or attach any subjective meaning to it.

AVOID SAYING	SAY
She is disruptive in class.	She walks around the room.
He is very shy.	He seldom speaks to classmates.
He is not motivated.	He takes longer than others to finish his work.

3. Observe a student, over a period of days to ensure that the information you compile is accurate. Observing one student one time will not give you an accurate picture of that student's behavior.

4. Have more than one person observe the student's behavior. This increases the accuracy of behavior descriptions. These observations may be done at the same time or at different times.

5. When describing behaviors, also describe the activities surrounding the behavior. Whether behavior is appropriate or inappropriate depends on the situation.

NOTES

SECTION 3

LECTURE NOTES

REFERRAL PROCESS

1. State the problems identified in the **Introduction** on page 21 in the manual.
   a. The at-risk student's needs are not met without an effective referral system within the school and between the school and community.
   b. The implementation of referral procedures often meets resistance among faculty and staff.
   c. The increase in the teacher's work load and the lack of leadership and program coordination are of primary concern in the development of referral procedures.

2. Make reference to the **Quotes** found on page 22 in the manual.

3. Key concepts found in the **Narrative** (pages 23 and 24) include:
   a. The roles of educators will vary according to their expertise and the type and amount of contact they have with students.
   b. The development of referral procedures requires the cooperation of the entire school community. Use **TRANSPARENCY 3.1** (page 27). This is a list of suggested guidelines to follow in setting up a referral system.
   c. Use **TRANSPARENCY 3.2** to discuss referral services which may be made available to students.
   d. Use **TRANSPARENCY 3.3** to discuss the duties and responsibilities of the referral program coordinator.
   e. Forms and checklist should be developed with the user in mind. Refer to pages 25 and 26 for examples of forms.

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REFERRAL PROCESS

INTRODUCTION

Many schools and communities offer some form of supportive services for at-risk youth but without an effective referral system, the student's needs are not met. The development of referral procedures for at-risk youth can be a relatively easy task for the trained school counselor. However, the implementation of such procedures often meets resistance among faculty and staff. New forms and specific referral criteria will need to be used and revised before they become part of the solution and not an additional problem for educators. The increase in the teacher's work load and lack of leadership and program coordination are of primary concern in the development of referral procedures. There may be a general reluctance by the staff who feel they may not be qualified to deal with the at-risk youth.

"A workable liason between all involved parties is essential. Secondary schools and postsecondary institutions cannot go it alone, nor can the school and the community be viewed as separate entities."
(Bhaerman, Belcher, & Merz, 1986)

"An important consideration in setting up a program is preparing the faculty and staff to anticipate and deal with the general, as well as the individual requirements of special populations."
(Bhaerman, Belcher, & Merz, 1986)

"A comprehensive dropout prevention effort requires the utilization of all the resources that may influence a student to stay in school."
(Staying In, 1976)

REFERRAL PROCESS

Setting up an efficient and supportive referral system for at-risk youth requires the cooperation of the entire school community. The roles of the counselor, teacher, and administrator will vary according to their areas of expertise and the type and amount of contact they have with individual students. The form and content of any required documentation will vary according to the program or need involved.

The roles of each staff member and community contact person should be thoroughly defined and explained to all involved personnel. This will help avoid possible misconceptions and facilitate cooperation.

The role of the counselor is central in the referral process. He/she is responsible for: receiving referrals, making referrals based on personal observation and/or interaction with students, and building a file of community resources which address the needs of at-risk students.

Input from program coordinators or supervisors is essential in the development and implementation of referral procedures. These educators and community personnel will be able to identify the kinds of information they need about students being referred to their programs. Specific information needed will depend on the program or services provided. For example, a tutoring program or remedial classes will focus on academic information while a mentoring program or counseling assistance will be based on social and emotional issues.

Because teachers have the most frequent contact with students, their input regarding the development of referral procedures is also essential.

Any forms and checklists should be developed with the teacher in mind. To expect teachers to complete a detailed and extensive report describing the student's problem is unrealistic and impractical. Step-by-step instructions in writing for the referral process should be developed and given to teachers. It is very difficult for teachers to remember the various rules and requirements for all available programs. It will save time and frustration for the teacher if these guidelines are provided so that they can be pulled from the teacher's file when needed, rather than having to find the person who has that information to share. All teachers should be given a packet of forms. One of the copies in the packet could be filled in as an example. The information on this mock-up should have information pertaining to that teacher's own campus and not be a district-wide example.

An in-service training program for administrators, teachers, counselors, program coordinators, and support staff can facilitate the implementation of referral procedures. It would also provide opportunity to gain staff input and support for at-risk youth. Because of the numbers of people involved, it may be beneficial to appoint a person or persons to oversee or coordinate activities.

IN-SCHOOL REFERRAL FORM

Student Name ______________________________________

Grade/Class ______________________________________

Teacher's Name ______________________________________

PROBLEM AREA	YES	NO
1. Difficulty with basic skills	______	______
2. Excessive absences and/or tardiness	______	______
3. Disruptive behavior in class	______	______
4. Failure to meet class requirements	______	______
5. Low self-esteem	______	______

Other ____

____

Additional Comments __________________________________

____

____

PROGRAM REFERRAL

STUDENT ______________________________ Grade ______________

DATE ______________________________

AVAILABLE PROGRAMS:

1. Counseling
2. Peer Tutoring
3. Mentoring
4. Remedial
5. Career Guidance
6. Life Planning Activities
7. Alternative Classes
8. Life Skills
9. School-age Parents
10. Other

PROBLEM AREAS:	PROGRAMS:
1. Poor academic performance	______________________
2. Slow learner	______________________
3. Underachiever	______________________
4. Low motivation	______________________
5. Poor self-esteem	______________________
6. Poor social adjustment	______________________
7. Pregnancy	______________________
8. Poor coping skills	______________________
9. ____________________	______________________
10. ____________________	______________________

REFERRAL PROCEDURES

1. Identify a referral coordinator and/or center where files are developed and kept regarding programs, services, and students involved.

2. Develop a filing system specifically for the referral center to access information easily.

3. Identify programs and services offered by the school and the community. Develop a form letter to send to service providers requesting information and brochures about services. Explain your program goals and your interest in the services available from that organization, agency, or business.

4. Identify contact people at each organization. Develop and adapt contact and referral procedures for each organization. Identify "backup" contacts both at the organization and at the school referral center in case the initial contact is not available.

5. Establish a follow-up service to ensure that student needs are being met.

6. Inform parents of any referrals made regarding their child.

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SECTION 4

LECTURE NOTES

COUNSELING STRATEGIES AND TECHNIQUES

1. State the problems identified in the **Introduction** on page 29 in the manual.
    a. Students who are at risk of dropping out have multiple problems. They must develop effective coping skills.
    b. Without the cooperation of other faculty and staff, counselors will not be able to give needed time to working with the at-risk population.
2. Make reference to the **Quotes** found on page 30 in the manual.
3. Key concepts found in the **Narrative** (pages 31-32) include:
    a. Active listening is a method of effecting a set of basic attitudes which assure the student that he/she has been heard. Use **TRANSPARENCY 4.1** (page 33). This is a list of attitudes required for active listening.
    b. Problem-solving skills should be used by the counselor and taught to the student. Use **TRANSPARENCY 4.2** (page 34). This is an example of a problem-solving model. The transparency also shows common pitfalls in problem-solving.
    c. A third counseling tool is to assist the student in self-exploration. Refer to pages 35-36 for examples of questions designed to encourage self-exploration.
    d. Developing a relationship conducive to effective counseling involves effective communication skills. Page 39 points out some of the elements of effective feedback. Refer also to pages 37-38 in the manual which contain a glossary of counseling techniques.
    e. Use **TRANSPARENCY 4.3** to discuss general guidelines for working with the at-risk student.
4. Suggestions for guidance and counseling activities are included in the manual on pages 40-42. These include career exploration activities and teaching appropriate social skills.

COUNSELING STRATEGIES AND TECHNIQUES

INTRODUCTION

Students who are at-risk have multiple problems. It is important to assist these students in understanding and addressing possible solutions for these problems. At-risk students must learn to decrease or eliminate problems that are under their control, and to effectively manage those which are outside their realm of influence. Counselors can help students move from a position of anger and helplessness to one of self-confidence and independence.

A problem experienced by most counselors is the burden of excessive paperwork which limits the amount of time they are able to work with students. Few have the time in their schedules to meet with students each time a problem arises. Without the cooperation and support of the entire school community, counselors will not be able to give needed time to the at-risk population.

". . . the counselor must not only understand the internal world of the client's thinking, feeling, and behaving, but must also communicate this understanding to the client." (Lewis, Hayes, & Lewis, 1986)

". . . all approaches to counseling tend to agree that a sound, working relationship is essential if effective helping is to occur."
(Lewis, Hayes, & Lewis, 1986)

COUNSELING STRATEGIES AND TECHNIQUES

A number of counseling strategies and techniques exist for helping at-risk youth. Some of the most basic techniques include active listening, problem-solving, and self-exploration. One of the most important aspects of the counseling relationship is the development of a sense of trust, or unconditional positive regard. The effect that the counselor is able to have on the at-risk youth will depend heavily on the quality of that relationship.

Active listening is a method of effecting a set of basic attitudes which assure the student that he/she has been heard. It requires the listener to attend exclusively to the student and put aside his/her own thoughts and feelings. It relies heavily on feedback which is a check on the accuracy of what is heard. Active listening assures both the speaker and the listener that the message has been understood.

A second technique used and often taught by counselors is problem-solving. Steps in problem-solving should include:

1. Identifying/naming the problem
2. Breaking the problem down into manageable parts.
3. Identifying all possible solutions to each part of the problem.
4. Thinking through the consequences of the various solutions and deciding which is most acceptable.

A number of problem-solving models are available for the counselor to choose from or adapt to his/her needs. At-risk youth should be walked through the steps and taught to apply them to problems that arise at home and at school.

A third counseling strategy is self-exploration. What we value in life determines how we behave, how we feel, and what we believe. Values give direction to our lives. Exploring our values expands our self-awareness which in turn increases our decision making power. We become more self-confident and consistent. Values are evidenced by our behaviors, goals, attitudes, interests, feelings, beliefs and even by our problems.

Finally, a sense of trust must be developed between the counselor and the student in order to effect a positive change in the student. It is one thing to feel acceptance toward a student. It is another thing altogether to make that acceptance felt. Unless the counselor is able to communicate or demonstrate this acceptance to the student in some way, he/she will have limited influence on that student. The counselor must learn how to demonstrate his/her acceptance of the student. This is done by respecting, listening to, and trusting the student's ability to work through his/her own thoughts and feelings, and to develop as an individual.

ACTIVE LISTENING ATTITUDES

1. You must want to hear what the student has to say and be willing to take the time to listen. If you do not have the time, you need to say so.

2. You must genuinely want to be helpful to the student with his/her problem. If you do not want to, wait until you do or refer the student to someone who can help.

3. You must genuinely be able to accept the student's feelings, however different they may be from the feelings you think he/she "should" have.

4. You must have a feeling of trust in the student's capacity to handle his/her feelings, work through them, and find solutions to his/her problems.

5. You must appreciate that feelings are not permanent. They can change from one moment to the next and from one extreme to the other. You do not have to be afraid of negative feelings being expressed. Realize that this is how the student is feeling at the moment and is not something to be threatened by.

6. You must be able to see the student as a unique person. This will allow you to give the student the freedom to have his/her own thoughts and feelings.

A PROBLEM - SOLVING MODEL

1. Define the problem.
2. Describe the factors which keep the problem going, and the factors which oppose the problem.
3. Brainstorm solutions.
4. Evaluate solutions and select the best one.
5. Develop an action plan.
6. Determine a time line.
7. Determine evaluation procedures.

COMMON PITFALLS IN PROBLEM - SOLVING

1. Trying to work on more than one problem at the same time.
2. Bouncing back and forth from one stage of the problem-solving model to another.
3. Proceeding to solutions before clearly defining and understanding the problem.
4. Going with the first solution suggested rather than being innovative and open to new possibilities.
5. Failing to divide solutions into manageable steps.
6. Failing to set timelines and deadlines.
7. Problem-solving by yourself, instead of enlisting the resources of others, especially when the results will affect others.

SELF - EXPLORATION

The following questions are designed to encourage self-exploration.

1. How do I describe myself?______________________________
____
____

2. How do I describe my behavior with other people?________________
____
____

3. What makes me happy?_____________________________
What makes me sad?______________________________
What makes me nervous?___________________________
What makes me angry?_____________________________

4. What are my goals and my dreams? ______________________
____
____

5. What am I most afraid of?___________________________
____
____

6. What do I like about myself?_________________________
____
____

7. What do I dislike about myself?

8. What do I want to change about myself?

9. How do I react to authority figures?

Why do I react this way?

10. When do I have the most difficulty controlling my emotions?

11. What are some things I believe I "should" feel, think, or do?

How do I feel when these "should" statements are not met?

COUNSELING TECHNIQUES

Acceptance	A non-directive approach in which the counselor shows the student that he/she is accepted as a person. (It does not mean acceptance of inappropriate behaviors.) To demonstrate acceptance, the counselor might simply say "yes" or "um-huh" or otherwise provide positive reinforcement.
Advising	A directive technique in which the counselor assists the student in discovering alternatives or solutions. For example: "I think this is your best alternative".
Clarification	A technique used to ensure that a message is understood clearly. It can involve restating the message in different words, and questioning. For example: "You are saying that you think . . ." or, "Do you mean . . . ?".
Diagnosis	A directive technique involving the collection and interpretation of relevant information. This includes test interpretation as well as counseling interviews. For instance: "After looking at your test results and other information in your file, it appears that you have made a wise career choice".
Evaluation	A technique used to help the student examine his/her feelings, thoughts, strengths, or choices in a particular situation or area. The counselor may use a standardized assessment instrument or informally interview the student. For example: "What do you feel is your greatest accomplishment?" or, "What are the advantages and disadvantages of that choice?"
Interpretation	To make an inference based on information received from the student or about the student (as with assessment tools). For example: "You seem to be feeling / thinking / concerned with . . . "

Reflection	A non-directive technique where the counselor reflects the student's thoughts and feelings in order to help the student gain awareness. Restate the student's concerns in his/her own words or your own. It is important when using this technique not to "parrot" everything the student says. For example, if the student says: "I don't see why I have to take algebra. I'll never use it.", the counselor might say: "You never use algebra?" or, "You don't think you'll ever need algebra?"
Silence	A technique used to encourage the student to express his/her feelings. The counselor remains silent and waits for the student to continue.
Summation	A technique used at the end of a meeting or session to review, organize, and highlight important points. For example, the counselor might say: "Let's review what we have covered so far" or "The major issues seem to be. . ."

FEEDBACK

1. It is descriptive rather than evaluative. By describing behavior, and one's own reaction to that behavior, the receiver is free to use the information as he/she sees fit. Avoiding evaluative language reduces the need for the individual to react defensively. For example: "When you said that, you raised your voice, and I felt you were angry with me".

2. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as to be told that "When we were talking, you did not listen to what I said, and I felt forced to accept your arguments or face attack from you."

3. It takes into account the needs of both the receiver and giver of feedback. Feedback can be destructive when it serves only your own needs and fails to consider the needs of the person on the receiving end. For example; "When we talk, I feel that you aren't listening to me because you don't look at me. It is important to me that we talk."

4. It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which he/she has no control. Focus on behaviors which can be changed.

5. It is solicited, rather than imposed. Feedback is most useful when the receiver has formulated the kind of question which observers can answer.

6. It is well-timed. In general, feedback is most useful at the earliest opportunity after the given behavior.

GUIDANCE AND COUNSELING ACTIVITIES

Guidance and counseling may include the following activities:

1. Screen the scheduling of at-risk youth to ensure that the students' schedule is manageable. Match the student with the teacher when possible (consider the student's personality and his/her academic strengths and weaknesses with the teacher's personality and instructional style).

2. Administer tests and inventories and interpret the results. Prepare ahead of time and read the testing manual. It is also important to prepare the students being tested through an orientation.

3. Develop career exploration workshops. A basic outline to follow includes self-exploration, evaluation of interests and abilities, career information and resource materials, goal setting, and decision making.

4. Develop a curriculum for a job club which focuses on job-seeking skills and employability skills. Students need to learn how to complete a job application, how to dress and how to conduct themselves in an interview and on the job.

5. Offer a workshop or class which teaches the acquisition and development of social skills. This includes communication skills, assertive rather than passive or aggressive behavior, coping skills, and conflict resolution.

CAREER EXPLORATION ACTIVITES

1. Explore Values, Clarify Goals and Interests
    a. Rank order a list of values and explain reasons for choosing certain values over others.
    b. Do a sentence completion exercise to draw out feelings about values.

2. Evaluate Interests and Abilities
    a. Complete an interest inventory and discuss results.
    b. Complete an aptitude test and discuss results.
    c. Complete the assessment.

3. Research Career Information
    a. Study printed information such as the D.O.T. and the Occupational Outlook Handbook.
    b. Invite guest speakers into classroom or have students interview professionals from the community.

4. Learn Decision-Making Process
    a. Identify the decision or choices to be made.
    b. Evaluate choices and possible consequences of each.
    c. Examine values and priorities involved.
    d. Practice making decisions with case studies, role playing and simulations.

5. Set Goals
    a. Identify educational and career goals.
    b. Set short and long range goals.
    c. Develop a step-by-step plan to reach goals.

SOCIAL SKILLS

Effective and appropriate social skills can be taught to at-risk youth by modeling appropriate behaviors, role playing, simulations, and the provision of feedback. Sample topic areas include the following:

1. Listening to others.
2. Identifying and expressing thoughts and feelings.
3. Dealing with "negative" feelings.
4. Starting and participating in conversation.
5. Asking a question.
6. Following instructions.
7. Sharing something.
8. Giving and receiving compliments.
9. Developing assertive behaviors.
10. Developing self confidence and self control.
11. Dealing with conflicts in relationships.
12. Dealing with failure.
13. Coping with stress.
14. Demonstrating affection.

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SECTION 5

LECTURE NOTES

ALTERNATIVE INSTRUCTIONAL STRATEGIES

1. State the problems identified in the **Introduction** on page 45 in the manual.
    a. Instructing the at-risk student is difficult and time consuming.
    b. Traditional methods of teaching require only passive involvement from the student.
2. Make reference to the **Quotes** found on page 46 in the manual.
3. Key concepts found in the **Narrative** (pages 47-49) include:
    a. An alternative instructional strategy is defined as any modification of a strategy traditionally used. The goal is to use all available resources to reach those students whose needs are not being met in the traditional classroom setting.
    b. Individualizing instruction and incorporating life planning activities into the curriculum are two methods of meeting the needs of the at-risk student. Use **TRANSPARENCY 5.1** (pages 47-48) to discuss the purpose of using these methods and to suggest methods of implementation.
    c. Refer to pages 50 and 51 in the manual for additional information regarding individualized instruction.
    d. Use **TRANSPARENCY 5.2** (page 53-54) to demonstrate how to determine reading level.
    e. Use **TRANSPARENCY 5.3** (page 70) as a sample life planning activity which focuses on employee qualities that can determine success or failure on the job. A number of other sample activities have been included in the manual on pages 57-77.
    f. To determine appropriate instructional strategies, teachers must consider the learning styles of individual students, as well as their own teaching style. Use **TRANSPARENCY 5.4** (page 56) to discuss learning styles.
4. Refer also to the Glossary of Teaching Techniques on pages 78-80 to discuss additional strategies.

ALTERNATIVE INSTRUCTIONAL STRATEGIES

INTRODUCTION

"There is no best method of teaching or any method that will suit all occasions" (Clark, Starr 1986) Instructing the at-risk student is difficult and time consuming, even for the most experienced teacher. "Traditional" methods of teaching (lecture, reading assignments) are not keeping at-risk youth in school. These methods require only passive involvement from the student and offer no opportunity for feedback. However, they are necessary and can be effective when combined with activities designed to involve the student more directly in the learning process.

"Not only are all students different, but they all learn according to their own styles . . . insofar as possible, schooling should be individualized." (Clark & Starr, 1986)

"Vocational preparation can spark interests and cause students to remain in school." (Azcoita, 1987)

"Interesting, spontaneous events provide excellent on-the-spot instructional activities, and these situations should not be overlooked for the sake of carrying out a preplanned lesson."
(Mercer & Mercer, 1985)

ALTERNATIVE INSTRUCTIONAL STRATEGIES

An alternative instructional strategy is defined as any modification of a strategy traditionally used. This can include anything from changing one teaching technique (taking a field trip instead of lecturing), to altering an entire teaching style (using a variety of approaches). Alternative strategies increase options, allowing the teacher more flexibility in planning curriculum and actual instruction. The teacher is not "tied down" to the use of one strategy. Plans can be adjusted or modified according to the particular situation at hand.

The goal in using alternative instructional strategies is to use all available resources to reach those students whose needs are not being met in the traditional classroom setting. Two strategies which have proven effective in working with the at-risk population are individualized instruction and the provision of life planning activities.

The purpose of individualized instruction is to plan lessons according to individual student capability as much as possible. Some elements of individualized instruction include the following:

1. It is necessary to vary the length, type, or difficulty level of of assignments.
2. It is important to offer a variety of alternative materials and activities to permit students to progress at their own pace.
3. There are variable entry and exit points into the curriculum and variable pacing.

4. Instruction is based on the assessed capabilities of each student and objectives are varied as a result of assessment.
5. Students have a choice in selecting activities and setting goals.
6. Periodic evaluations are made to provide feedback to students.
7. Students are encouraged to help each other in pursuing individual goals and cooperate in achieving group goals.

The purpose of incorporating life planning activities into the curriculum is to help students see the relevance of course work to their long range goals. These activities can be used in the traditional academic classroom and in vocational programs. Life planning activities can focus on any of the following:

1. Personal and career related skills development.
2. Communication and computational skills development.
3. Social skills and cultural awareness.
4. Development of job competencies.
5. Development of job holding skills and responsibilities.
6. Life skills/coping skills training.
7. Career guidance and counseling.

Including life planning activities in classroom instruction can benefit the student who is at-risk of dropping out. In addition to the skills learned, students are helped to see the relevance of school studies. They may also gain a realistic view of the world of work.

To determine appropriate strategies, teachers must consider the learning styles of individual students, as well as their own teaching style. How does the student learn? Some learn by watching or listening. Some require much structure where others need flexibility. Observation can provide this information.

Teaching style can be determined by self evaluation or by the evaluation of a third party; either another faculty member or administrator. Objective feedback can be provided with the help of a checklist and informal follow-up meeting. The point is for teachers to learn, not to be reprimanded if their "style" does not meet someone else's expectations. Once teachers become aware of their instructional style, changes in pace and delivery which would be helpful for special needs learners can be effected.

Developing An Individualized Instruction Plan

1. Identify target skills through assessment: determine WHAT to teach. These skills should be described as precisely as possible.

2. Determine the factors and conditions likely to facilitate learning: determine HOW to teach.

3. Plan instruction: combine WHAT to teach with HOW to teach.

    a. Divide the course into units.
    b. Prepare an instruction packet for each unit, including:
    A pretest.
    A set of objectives.
    A study guide which provides directions and activities.
    Progress tests.
    A final test.

4. Begin instruction: present the information and provide the opportunity for practice. Allow students to work independently.

SUGGESTIONS FOR INDIVIDUALIZED INSTRUCTION

1. Adjust the reading level of materials and include non-reading activities.

2. Oral reading can be shaped by starting with sentence-by-sentence reading and progressing to paragraphs, pages, and chapters.

3. Make work realistic and relevant. Have students apply what they learn.

4. Divide topics into short segments: assign parts of a worksheet.

5. Individualize single assignments. Offer the same assignment in two or three different formats, varying the length or difficulty level.

6. Make directions clear and explicit. Have students paraphrase instruction.

7. Teach students how to study, take notes, ask questions. Provide study and practice periods.

8. Review frequently. Seek and offer feedback often.

9. Capitalize on student interests.

10. Encourage students to work together.

11. Use a variety of activities. Alternate between intensive and relaxing activities, i.e. problem solving activities and physical activities.

12. Use open ended questions and discussion.

13. Use a variety of strategies and materials: role playing, skits, simulations, films, learning centers, etc.

14. Allow for alternative forms of response: verbal or written, structured or creative.

15. Emphasize or highlight key words and ideas either verbally or visually.

FOG READABILITY INDEX WORKSHEET

Title: ______________________ Type of Material: __________________
(e.g., textbook, test, procedure manual)

Passage #1

a.______ Number of sentences in the passage
b.______ Average sentence length (100 divided by a. above)
c.______ Number of 3 syllable words in the passage
d.______ Sum of (b) and (c) above
e.__x.4__ Multiplication factor
f.______ Reading Level for Passage #1

Passage #2

a.______ Number of sentences in the passage
b.______ Average sentence length (100 divided by a. above)
c.______ Number of 3 syllable words in the passage
d.______ Sum of (b) and (c) above
e.__x.4__ Multiplication factor
f.______ Reading level for Passage #2

Passage #3

a.______ Number of sentences in the passage
b.______ Average sentence length (100 divided by a. above)
c.______ Number of 3 syllable words in the passage
d.______ Sum of (b) and (c) above
e.__x.4__ Multiplication factor
f.______ Reading level for Passage #3

______ Average Reading level for all three passages.

SAMPLE PASSAGES FOR READABILITY EXERCISE

1. A motor protection switch is located under the conveyor cover just to the left of the letter feed switch. This is a safety device which prevents overheating of the motor should the machine become stopped in a part cycle; this can happen if a thick piece of mail above machine limitations stops in the machine. Should this occur, turn the letter feed switch OFF then move the piece out of the machine toward the right. Allow two minutes, turn letter feed switch ON, then hold in push button of safety switch until an audible "click" is indicated. Resume normal operation.

2. The knob and lever extending beyond the right side of the machine is the operating lever. Make sure that the machine is unlocked, then raise this knob and shift it fully to the front. Grasp the meter handle then guide the meter into the left rear corner above the meter table (avoid bumping the extended pins and bars with the meter); then let the meter settle down over the locating pins on the meter table. Raise the operating lever knob and shift the lever fully toward the rear (this lever cannot be shifted when pressure is applied on the meter). To remove the meter, shift the operating level full to . . .

3. A slot is provided in the meter drum for insertion of a meter ad. To install, raise the dater cover, then press the ad plate into the slot at the right center of the drum so that the copy reads backwards but not upside down. Assure that plate is properly seated before operating machine. The plate will print or can be omitted as desired by shifting the ad lever under the dater cover. To remove the ad plate, insert the slug holder under the left edge of the plate, then pry up carefully until the plate snaps out.

TEACHING STYLES

1. The task oriented teacher prescribes materials and the specific performance expected of the student. Learning may be identified on an individual basis and an accounting system tracks student achievement.

2. The cooperative teacher will plan instruction with the students. The teacher is still in charge but guides the student's learning. Student opinion is considered and respected. Student participation at all levels is encouraged.

3. The child centered teacher provides the structure for students to pursue their interests.

4. The subject centered teacher focuses on content organization to the near exclusion of the student.

5. The learning centered teacher has equal concern for the learner and for the curriculum.

6. The emotionally exciting teacher shows his/her own involvement in teaching. He/she usually produces a classroom atmosphere of excitement.

(Adapted from: Bennett, 1986)

MATCHING TEACHING STYLE TO LEARNING STYLE

LEARNING STYLE	STUDENT CHARACTERISTICS	TEACHING STRATEGY
I. PERCEPTUAL PREFERENCES		
Visual	must have visual stimuli and visual representation	slides, movies, films, TV, demonstration, field trips
Written	dependence on reading and writing	reading and writing assignments, book based discussions
Auditory	learns by hearing	lecture, tapes, sound film, discussion
Motor Activity	learns by moving around	role play, games, learning centers
Tactile	has to touch everything	demonstration, games, creative projects
II. STRUCTURE		
Much Structure	short attention span, constant movement, asks for directions often, lack of self-confidence, lack of organization	definite and consistent rules, step-by-step instructions, short deadlines, one objective at a time, continuous feedback, concrete materials
Some Structure	prefers to work alone, grade conscious, does not ask questions or express personal opinions	definite and consistent rules, non-threatening situations, praise and support often
Little Structure	likes to discuss and argue, will question and volunteer, not afraid of making mistakes, tends to see entire picture and not the steps to get there	provide options in seating, pace, and topics, mobility, abstract materials, sharing in decision making, collaborative learning procedures
III. ENVIRONMENT		
Field Independent	prefers to work independently task oriented, competitive, formal relationship with teacher	graphs and formulas, focus on details, then generalities, provide independent activities
Field Dependent	prefers to work with and help others, seeks guidance and demonstration from teacher	emphasize generalities, use narration, drama, humor, provide cooperative work environment

(Adapted from: Bennett, 1986)

LIFE-SKILLS ACTIVITIES AS AN ALTERNATE INSTRUCTIONAL STRATEGY

Life-skills activities can be incorporated into the lesson plan in a variety of ways. Following are some examples:

1. Self-evaluation of interests and abilities either in oral or written form, can be used to help students identify career choices. Once possible careers have been identified, preparation for those careers will point to education and skills required.

2. Interviewing skills can be developed through information handouts and mock interviews. Asking students to evaluate themselves and each other in a non-threatening manner can emphasize the importance of good communication skills, appearance, and planning ahead.

3. Completing a job application exercise will point out the importance of following directions and preparation.

4. A discussion of job competencies can point out the importance of interpersonal relationships and social skills.

YOU'RE THE BOSS

Purpose:

This activity encourages students to see how they might choose an employee based on job applications. It also allows them opportunity to compare their choice with others.

Group Size: 4-6

Setting: Divide group into small circles of 4-6 students each.

Time: 45 minutes to 1 hour

Materials: 6-10 completed job applications (some well done, some incomplete, overqualified, etc.) and 1 want ad.

Procedure:

1. Separate into small groups.
2. Hand out packet containing job applications and want ad.
3. Direct each group to choose a recorder and a reporter.
4. Direct students to choose the applicant most qualified for the job.
5. Request that each group reach a consensus.
6. Have each group report their choice to the rest of the class.
7. Allow for debate or discussion when all groups have given their report.

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"Ten Tips for Filling Out Job Applications"

1. Always use black or blue ink in completing an application for a job. Do not fill out application forms with a pencil; a pencil smudges, fades and smears in time. Ink is easier to read because it does not reflect light so it is easier on the eyes. If you can type and have a typewriter, type your application.

2. Check directions carefully: Does the application ask you to "print" or does it ask you to "write"? Be sure to follow these instructions.

3. Read all instructions before you begin to fill out the application.

4. Give honest and complete answers to all questions.

5. Answer all questions that apply to you.

6. Do not leave blank spaces. If a question does not apply to you, write "N.A." for "not applicable." Or you may simply draw a neat line through the space to indicate to the employer that you did not forget to answer the question but that it does not apply to you.

7. Spelling should be correct. Be very careful and be sure you know how to spell the words connected to your type of work.

8. List the specific position or occupational area for which you are applying. Generally speaking, employers react negatively to "anything" when written in the space reserved for the name of a job or occupation.

9. Salary should usually be discussed in a personal interview with your employer. For this reason, it is probably best to write "Open" in the spaces which request the salary you expect to earn. If you put down too high a salary, you might hurt your chance for a personal interview and a job.

10. Practice. Practice. Practice. Practice filling out a number of different kinds of applications from different companies or employers. In this way you will become familiar with the information required, improve your penmanship and increase your neatness and accuracy.

JOB APPLICATION EVALUATION

When filling out a job application form, you are making an impression on paper to your prospective employer. Application forms are a very important part of the hiring process, thus care should be taken when filling one out.

Directions: Here are some points to consider when filling out a job application form. Check the appropriate column indicating your evaluation of the application form.

	Yes	No
1. Has the applicant followed instructions	___	___
a. Printed where required?	___	___
b. Circled a response when called for?	___	___
c. Underlined a response when called for?	___	___
d. Placed an X or check where appropriate?	___	___
e. Has not filled in spaces where it says "do not write in space?"	___	___
2. Have all the blanks been filled in?	___	___
a. If the question does not apply, is the appropriate response given (not applicable, N/A, a line drawn through the blank, or a diagonal line (\) drawn through a whole section that does not apply)?	___	___

3. Is the application neat--printed, typed, or written clearly? ___ ___

4. Is the application filled in accurately--spelling correct? ___ ___

5. Are the answers brief? ___ ___

6. Is the work experience listed from most recent to earliest? ___ ___

7. Are the complete names, addresses,and phone numbers of all references and previous employers given? ___ ___

8. Are references appropriate? ___ ___

9. Are dates correct for work experience? ___ ___

SELF - EVALUATION

The way you see yourself affects your career choice and your life style. How you feel about yourself is not always the same. Sometimes we see ourselves one way and sometimes another. Often how people react toward us or treat us affects our self concept.

Values are the things that you think are important. Your values are much like those of your parents until you are at high school age. If your parents feel that being neat and clean is important, so do you. When you are in junior high or high school, you begin to set your own values. About that time you begin to look at life and try to find your place in it.

1. Take a look at the following list of values and check those that are important to you. Then try to write why.

_____a. Having many friends. Why?

____

____

_____b. Being healthy. Why?

____

____

_____c. Being active in a religion. Why?

____

____

_____d. Having a happy home life. Why?

____

____

_____e. Having a happy marriage. why?

____

____

_____f. Being rich. Why?

____

____

_____g. Being famous. Why?

____

____

_____h. Being your own boss. Why?

____

____

_____i. Having shelter. Why?

____

____

2. Can your values affect your job choice or job satisfaction?

____

____

3. How are job choice and job satisfaction related?

4. Write a brief description of yourself.

5. Write a brief description of how you would like to be:

6. Some personality traits are: friendliness, laziness, honesty, helpfulness, etc. THINK - What are your personality traits! Try to list as many as you can.

7. Look at your personality traits.

   a. If you were a boss, would you hire you? ____________
   b. Why? ____________
   c. Why not? ____________

8. How is your personal appearance? Good ___ Fair ___ Poor ___

9. Is there something you would like to change? ________________

10. Why do you want to make this change? ________________

____

11. Is your appearance important:
   a. To teachers? ________________
   b. To your parents? ________________
   c. To someone you want to hire you? ________________
   d. To you? ________________

12. Should your appearance be important? ________________

13. Complete this sentence: If I could have anything I wanted, I would like to have ________________

____

14. Complete this sentence: If I could be anything I wanted to be, I would be a ________________

____

FINDING THE RIGHT JOB

1. What do you want in a job? Explain your answers.

A lot of money? YES ___ NO ___

____

____

Help others? YES ___ NO ___

____

____

Job security? YES ___ NO ___

____

____

Enjoyment? YES ___ NO ___

____

____

Pleasant surroundings? YES ___ NO ___

____

____

Being in charge? YES ___ NO ___

____

____

Friendly co-workers? YES ___ NO ___

____

____

Independence? YES ___ NO ___

Other (please specify) ___

2. List some jobs you think offer the things you want.

3. Name some jobs you have had that offer these things.

4. Name things you did not like about your past jobs.

5. Which of the items listed above are important to you in a job?

WHAT KIND OF EMPLOYEE WILL I BE?

1. Do I have the willingness and desire to learn new skills and new ways of doing things?
2. Am I punctual?
3. Do I adapt well to new and unexpected situations?
4. Do I enjoy working with others?
5. Do I have the initiative to work on my own?
6. Do I follow directions willingly and without argument?
7. Do I have a sense of duty and responsibility?
8. Am I reliable? Can I be depended upon to do a job to the best of my ability?
9. Am I friendly and pleasant to work with?
10. Can I work without constant supervision?
11. Do I ask questions about things I don't understand?
12. Can I accept constructive criticism?
13. Am I loyal?

WHY EMPLOYEES ARE FIRED

The following is a list of qualities a worker develops that will determine success or failure on the job.

Failure Qualities	Success Qualities
Can not get along	Friendly, outgoing attitude
Does not follow rules	Cooperativeness, leadership ability
Narrow interests, disloyalty	Acceptance of company goals
Lack of adaptability	Shows problem-solving ability and ideas
Lack of initiative	Self-starter, shows continual work improvement
Too little or too much ambition	Knowledge of personal growth potential
Misrepresentation and dishonesty	Honesty and ethics; responsible conduct
Carelessness	Pride in work
Lack of job skill	
Absenteeism	

WHAT NOT TO DO–OR YOU COULD LOSE YOUR JOB

1. Do not be insulted by constructive criticism; welcome it.
2. Do not feel like you are too good to do your job.
3. Do not make excuses about the work you should have done.
4. Do not criticize your boss or co-workers to other people.
5. Do not do your personal business during business hours--such as paying bills, writing letters or reading books.
6. Do not try to put the blame for your mistakes on others.
7. Do not be a clock-watcher. Do not beat your boss or co-workers to the door every day.
8. Do not make complaints or negative remarks about the firm that employs you and pays your salary.
9. Do not be a show-off regarding what you know.
10. Do not become too familiar or friendly with your supervisors; they want production. Being too friendly can hurt your chances for advancement, not help it.
11. Do not try to tell others how to do their work unless you are sure you know how.
12. Do not go over your immediate supervisor's head.
13. Do not let your emotions rule you; try to rule them in your business life.
14. Do not try to take all the credit; give others their share too.

15. Do not take what is not yours to give.

16. Do not complain to your friends or co-workers about your work; make your complaints to your immediate supervisor.

17. Do not try to learn the entire business in a day; try to learn thoroughly and slowly if necessary.

18. Do not ever discuss confidential business matters with others.

19. Do not step on others to get where you are going.

20. Do not let your ambitions make you self-centered.

21. Do not wear your feelings on your sleeve.

22. Do not bluff about what you can not do, nor brag about what you can.

23. Do not take advantage of an understanding or a good-natured boss. Do not ask for favors or exceptions unless it is a real emergency.

24. Do not sacrifice quality for speed.

25. Do not act as if you are bored or have lost interest in your work; your supervisor may notice it before you do.

26. Do not do a half-way or sloppy job; your supervisor will probably notice that, too!

INTERVIEW QUESTIONS

1. Tell me about yourself.
2. Why should I hire you?
3. What accomplishments have given you the most satisfaction and why?
4. Do you have plans for continued education?
5. Are you willing to start as a trainee?
6. What do you see yourself doing in 5 years?
7. Why did you choose your current career?
8. Why do you want to work for this company?
9. What are your greatest strengths and weaknesses?
10. What are your long range career goals?

A GOOD INTERVIEW

1. Be on time.

2. Greet the interviewer by name and give yours. Let the interviewer take the initiative in shaking hands . If you are female and the interviewer is male, you should take the initiative. Return a hand shake with a firm, but not crushing grip.

3. Do not sit until invited to do so by the interviewer. Sit comfortably erect. Do not attempt to read material on the desk or table.

4. Be an interested listener. Look at the interviewer rather than out the window or at the ceiling.

5. Express yourself clearly. Avoid using slang terms such as "like", and "you know".

6. Be POSITIVE and confident.

7. Avoid giving the impression that you are just "shopping" or are unsure why you are interviewing. NEVER say "I'll do anything" or "What do you have that I might be able to do?" It is your job to tell the employer what you can do. Be specific.

8. Remember that an employer is interested in what you can do for the organization. Know what you have to offer or the type(s) of work you want to do.

9. Have questions to ask. Concentrate on job related information rather than salary or benefits.

10. Do not smoke or chew gum during an interview.

11. Any physical handicap which affects your performance should be discussed. Do not let it remain a side issue.

JOB SUCCESS

CHARACTERISTICS THAT CAN HURT YOUR CHANCES FOR MAKING A GOOD IMPRESSION IN A JOB INTERVIEW

The list that follows was compiled from the results of hundreds of answers to the question, "What physical traits keep people from presenting a good appearance, which limits their employment possibilities?"

1. Place a check mark before each item that applies to you.

___ Ragged or unclean fingernails

___ Dirty hands

___ Excessive makeup

___ Powder smears or dabs

___ Yellow or unclean teeth

___ Unclean neck or ears

___ Wrinkled clothing

___ Dandruff

___ Unclean blouse, collars or cuffs

___ Runs visible in hose

___ Scuffed/unpolished shoes

___ Body odor (Do you know?)

___ Bad posture, slouching

___ Uncombed, messy hair

___ Greasy skin

___ Gaudy fingernail polish

___ Buttons missing from clothes

___ Soiled, dusty purse

___ Too much perfume

___ Dirty suit or dress

___ Inappropriate clothing for interview

Number of checks ____________

2. If you checked less than five items, you are probably neater and better groomed than the average man or woman.

3. If you checked between five and ten items, you probably need to make some changes.

4. If you checked half the items or more, immediate action is necessary, and unless you make some changes, getting a job is going to be difficult.

5. Look over the items you checked. Every one is a personality defect in the eyes of others. Every one CAN be changed.

INTERVIEW EVALUATION

Person interviewed________________________________

Please check the appropriate response.

	POOR	AVERAGE	EXCELLENT
Overall appearance	______	______	______
Ability to express himself/herself	______	______	______
Politeness	______	______	______
Self confidence	______	______	______
Personality	______	______	______
Enthusiasm and Interest	______	______	______
Intelligence and Knowledge	______	______	______
Eye contact	______	______	______

Comments ____

____

____

____

Do you recommend employment?

____Yes ____No

GLOSSARY OF TEACHING TECHNIQUES

Speech or Talk	A verbal presentation by a single speaker is organized into an introduction, body and conclusion for a logical and systematic presentation of information.
Report	An individual describes an event, activity or idea to a group. This provides for group awareness of the experiences of the reporter.
Demonstration	This is generally a verbal and descriptive commentary accompanied by a showing of "how to" do something involving physical materials and skills.
Dialogue	This is a presentation by two "experts" who interact verbally. It provides an interactive effect which goes beyond the same two individuals presenting information separately.
Panel	Three to six people converse about a topic under the direction of a moderator. This is useful for exploring many dimensions of a topic.
Symposium	A series (2-5) of speeches related to the same topic area. It provides in-depth discussion of selected areas related to the chosen topic.
Play or Skit	This is an indirect presentation of information through drama. It is especially useful in presenting the social and psychological aspects of a particular situation.
Role Playing	This is an "acting out" of a problem or a situation by two or more members of the group, performing their roles as they think a real situation would develop. It is an effective method of communicating with and motivating a group.

Film	A film is a static (slides) or dynamic (movie) presentation that may or may not be accompanied by sound. It is useful when the "real thing" is not easily available or to help visualize complex events and ideas.
Exhibit	An exhibit is a static, dynamic or manned display which is useful in showing what has been done, to present an idea.
Interview	An interview is a situation where an interviewer asks questions of a resource person.
Group Interview	Members of the group play "experts" and "questioners". This allows for involvement of group members, and probing for individual thinking on the part of group members.
Group Debate	A group is divided into two teams to debate an issue. This is a method to involve everyone in dealing with the issue.
Committee	A small group is assigned a particular task to accomplish. This can be used to solve difficult and long-range tasks.
Discussion	A discussion is a non-patterned group interaction which is useful to explore thoughts and feelings of the group.
Buzz Group	These are small groups of three to six people interacting on a particular topic. This is useful to get participation and involvement in large groups.
Brainstorming	This is a small group interaction operating without restriction on ideas expressed. Useful to get creative ideas for problem resolution.
Socratic Dialogue	Socratic dialogue involves leader directed questions, often with only one individual. It is used to probe a topic in-depth and to ascertain understanding.

Leader-Directed Questions and Answers	The leaders ask questions of students who respond individually. It is useful to determine depth and scope of students knowledge and understanding.
Youth-Directed Questions and Answers	Students ask questions of the expert. Concerns are handled directly.
Assigned Reading	The individual learner reads material assigned. This is useful in providing specific or individualized information.
Exploratory Reading	This is individual reading that is unstructured. It can open up new areas of interests or activity.
Drill or Practice	This is a repetitive performance designed to develop skill or knowledge.
Contests	Contests are much like games except that students compete independently for a score. It can provide feedback to an individual about his/her ability in a particular area.
Field Trip	An on-site visit made by students for the purpose of first-hand observation.
Laboratory	A lab is a place equipped for individual study, work and experimentation which provides an opportunity for individuals to pursue separate interests.
Workshop	A workshop is a group setting where both individual and collective problems and concerns are examined.
Games or Simulations	Many games have been developed as teaching devices to be used in a group situation. Most are simulations of particular situations and involve problem solving and decision making on the part of the participants.

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SECTION 6

LECTURE NOTES

ADAPTATION OR MODIFICATION OF MATERIALS

1. State the problems identified in the **Introduction** (page 83).
    a. The reading level of textbooks and other classroom materials may be above the reading level of the students.
    b. The material's format and mode of presentation often require that adaptations or modifications be made.
    c. Limited funds necessitate that existing materials be adapted or modified.
2. Make reference to the **Quotes** found on page 84 of the manual.
3. Key concepts found in the **Narrative** (pages 85-87) include:
    a. Adaptations or modifications of classroom materials are needed to accommodate individual learners.
    b. Pre-reading aids such as outlines, overviews, study guides and questions will be of help to the student.
    c. Modifying written materials and workbooks, editing texts, and adapting tests help to make classroom materials more appropriate for the at-risk student.
4. Use **Transparency 6.1** (page 88) emphasizing the need to:
    a. Simplify written materials presented to the student.
    b. Provide visuals rather than written material whenever possible.
5. Use **Transparency 6.2** (page 89) emphasizing the need to:
    a. Shorten workbook assignments.
    b. Keep track of complete and incomplete pages.
    c. Reinforce content by discussing workbook assignments as they are completed.

6. Use **Transparency 6.3** (page 90) emphasizing the need to:

   a. Direct attention to key words, main ideas, graphs, maps, charts, terms, important dates, places, vocabulary, picture captions, and other important information.

   b. Use different techniques such as underlining, highlighting, starring, or marking with a dark pen.

7. Use **Transparency 6.4** (page 91) emphasizing the need to modify tests so that a student has the opportunity to demonstrate knowledge and the teacher is able to make a fair evaluation.

8. Use **Transparency 6.5** to provide additional information relating to adapting or modifying tests. Allow time for participants to copy this information in their notebooks.

9. Use **Transparency 6.6** (page 92) to explain final modifications or adjustments that can be made. Emphasize #9, #10, and #11.

10. Use **Transparency 6.7** to provide additional information about how to modify scoring (#11, page 92). Allow time for participants to copy this information in their notebooks. Give this example:

    6/8 x 100 = % mastery

    600/8 = 75%

ADAPTATION OR MODIFICATION OF MATERIALS

INTRODUCTION

Some students may have difficulty with the textbooks and other materials used in the classroom. The most obvious problem will be that the reading level of the materials used may be above the reading level of the student. In addition, the format and mode of presentation may pose problems for the student with learning difficulties. As it is not always possible to purchase new materials of high interest and low vocabulary written specifically for the student with special needs, it is often necessary to adapt or modify existing materials to assist the student in learning.

"Many teachers find that school textbooks seem to be too frequently written over the heads of the readers for whom they are planned." (Devine, 1987)

"...many textbooks still present students with learning difficulties that are not caused by poor study habits, ineffective teacher planning, or lack of student motivation, but by printed language that is too difficult." (Devine, 1987)

"Through the years many teachers have advocated a multiple-text approach in which the basic (difficult) text is used in conjunction with textbooks treating the same topics but written for other grade levels, with trade books and magazine articles on the same topic, or with duplicated teacher (or student) revisions of the class book." (Devine, 1987)

ADAPTATION OR MODIFICATION OF MATERIALS

In presenting any written material to the student, special care must be taken to insure that simple wording is used. Basic key words of few syllables need to be repeated. Use new words sparingly.

Advance organizers such as outlines, diagrammatic overviews, student guides and questions that precede the actual assignment help the student focus on the work that is to be done. While the student may not be able to generate a complete outline alone, a partially completed outline provided by the teacher is a good beginning.

Workbooks, when well-written and used effectively, can be helpful. If the workbooks are designed to be used with a text and are compatible, they may: (1) present application of skills, (2) review material, and (3) offer study guides. Workbooks allow students to work at their own pace without being compared unfavorably with their classmates. It may be necessary to shorten the assignments for those students who become anxious at the amount of work that is to be done or whose reading or writing ability significantly extends the time required to complete assigned tasks.

Editing classroom textbooks to provide for individual learning styles is often essential. Significant parts of the text such as main ideas or specific content information need to be emphasized. The material may require sequential arrangement and the removal of distracting an nonessential information. After modifying textbooks, the teacher can photocopy the material for use with two or three students.

Some districts are able to provide parallel curricula. Teachers may be given release time or summer employment to write curriculum guides designed for use with low achievers. In this case, the low achiever receives the standard text and a curriculum guide or booklet of vocabulary, glossary, pre/post test, subject content, activities, and projects written at the third or fifth grade reading level. Still other districts may employ paraprofessionals to give teachers extra time or offer summer employment to rewrite materials.

When parallel curricula and rewritten texts are unavailable, there are additional options. For some students, a tape recorded lesson is appropriate. The lesson should be no longer than 10 minutes. This technique allows the student to replay the tape to improve understanding or directions. Directions, stories, and assignments may also be taped. This is especially helpful for the student who has missed lectures, discussions, or tests.

It is also possible to adapt tests. Those students who write slowly may require a shortened test or additional time for completing the test.

For those students who have problems writing, changing the response mode is appropriate. Underlining, selecting from multiple choice, sorting, or marking is more effective than writing sentences and/or paragraphs. Students might also dictate answers to another student or use a typewriter for written work.

Clear, simple, and specific directions from the teacher are an absolute necessity. A combination of oral and written directions may be required. When giving directions orally, it is best to give only one or two directions at a time. Having the student paraphrase and repeat the directions helps to avoid confusion and misunderstanding. In addition to oral directions, students should be given specific written directions which are at the appropriate reading level of the students.

ADAPTING OR MODIFYING WRITTEN MATERIALS

1. Use basic key words of few syllables.
2. Define or explain new words before giving the student the material.
3. Use sentences that are:
    a. Short (five to eight words).
    b. Written in present tense.
    c. Simple, rather than compound or complex.
    d. Constructed so that a subject is followed by a verb.
4. Avoid figurative language.
5. Transform words into graphic aids by creating charts, graphs, drawings, or models, whenever possible.

ADAPTING OR MODIFYING WORKBOOKS

1. Remove pages from workbooks.
2. Cut material into individual problems which can be given to the student one at a time.
3. Have student work every other or only the odd numbered problems. Presenting smaller amounts of work may remove anxiety and make the material more manageable.
4. If pages are left intact, check each question as it is completed.
5. Mark the bottom of each completed page with an "X", or diagonally cut the lower right-hand corner. This enables the student and the teacher to locate the next page that needs to be corrected or completed.
6. To reduce distraction by visual stimuli on a full page, cover the page not being worked on with blank paper or tag board.
7. Reinforce workbook assignments by providing answer sheets that enable the students to check their own work.
8. Follow workbook assignments with class discussions.

EDITING TEXTBOOKS

1. Emphasize significant parts by:
   a. Underlining
   b. Highlighting
   c. Starring

2. Call attention to important content by drawing boxes around problems or information.

3. Cut out main ideas or other specific content information from the text and paste on separate sheets of paper. This arranges material sequentially and removes all distracting illustrations, colors, and nonessential information. Insert headings to facilitate organization and retention of ideas.

4. Delete all unnecessary or nonessential words with a dark pen so that the remaining content is the specific information the student needs.

ADAPTING OR MODIFYING TESTS

1. Shorten test.

2. Allow additional time for completing the test for those students who write slowly.

3. Provide test study guides.

4. Use a variety of formats:
   a. True/False
   b. Fill in the blank
   c. Matching
   d. Yes/No

5. Give frequent small tests and practice tests to relieve test anxiety.

6. Leave ample white space between questions,

7. Underline key words in the directions and test items.

8. Permit student to list important facts rather than answer in essay form.

ADAPTATION OR MODIFICATION SUGGESTIONS

1. Allow extra time for completing an assignment, taking a test or copying down any information from the chalkboard.
2. Permit students to print their work.
3. Eliminate spelling and handwriting as standards for judging content.
4. Have better students use carbon paper to copy notes for another student.
5. Write assignments on the chalkboard and allow time at the end of the class for students to copy them down.
6. If longer assignments must be used, break them down into smaller individual assignments and then help the student to develop a timeline.
7. Let students share notes.
8. Use colored chalk to identify different activities.
9. Re-word or rewrite test questions at the student's reading level.
10. Provide slower readers with condensed, modified, or related stories that test the same elements.
11. Modify scoring.

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SECTION 7

LECTURE NOTES

MENTORS AND PEER TUTORS

1. State the problems identified in the **Introduction** on pages 95-96 in the manual.
    a. At-risk youth struggle with difficult coursework, low self-esteem, and poor relationships. They lack the support needed to help them work through these problems.

    b. Planning and supervising a peer tutoring and mentoring programs to assist at-risk youth requires time and effort aside from the educator's regular job duties.

2. Make reference to the **Quotes** found on page 97 in the manual.

3. Key concepts found in the **Narrative** (pages 98-101) include:
    a. The focal point of a tutoring program is the provision of additional instructional support. The emphasis in a mentoring program is the student's affective responses to personal, social, and academic issues. Use **TRANSPARENCY 7.1** to discuss the concept of mentoring.

    b. Review the benefits of tutoring and mentoring programs as listed on page 98 in the manual. Use **TRANSPARENCIES 7.2 and 7.3** to discuss benefits to tutors, learners, and teachers. This transparency also reviews goals of tutoring programs.

    c. Setting up a program involves the identification of: goals, program approach, activities and materials, and participants. Refer to pages 107-110 for examples of forms to use in program planning and implementation. Use **TRANSPARENCY 7.4** to discuss considerations and suggestions in program planning.

    d. Training tutors and mentors includes: orientation, scheduling, assignments, and evaluation. Refer to pages 103-104 to discuss specific techniques to be emphasized in training tutors. Pages 102 and 105 offer tips for tutors. Listening skills are reviewed on pages 111-112. Two group activities which focus on communication skills are included on pages 113-116.

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MENTORS AND PEER TUTORS

INTRODUCTION

Like many students, those at risk of dropping out struggle with difficult coursework, low self-esteem, and poor relationships. They lack the support needed to help them work through these problems. The teacher has a classroom of students and cannot always take the time to provide individual attention or remedial help. The school counselor is often bogged down with paperwork or other problems. Parents are not always available to help their child either because both parents work or because they are single parents. The student may not give warning that a problem even exists.

Peer tutoring and mentoring programs have been shown to produce many benefits. However, setting up and running such programs are time consuming. Educators must gain the support of the school and of parents.

They must plan the program, select and train the tutors and mentors, and supervise the students involved. All of this takes time and effort aside from regular job duties and responsibilities. If there is not enough time now for teachers and counselors to work with at-risk students, where is the time to set up and run a new program? This section offers suggestions and guidelines to help educators set up and run peer tutoring and mentoring programs.

"The very act of being placed in a tutoring position is a strong and encouraging statement for the tutor. Inherantly it communicates:

1. you are knowledgeable about something
2. you can help someone
3. you are trusted enough to be put in a responsible position."

(Kuhn & Pressman, 1980)

"Tutoring is a powerful learning experience. The tutor must understand what he teaches. The lesson becomes his own as never before."
(Kuhn & Pressman, 1980)

"In many instances, students grasp concepts more readily when presented by one of their peers." (Azcoita, 1987)

"Classrooms in which teachers encourage more cooperative peer interchanges have fewer isolates." (Santrock, 1987)

MENTORS AND PEER TUTORS

The specific objectives and activities involved in tutoring and mentoring programs are multifaceted but the overall goal is the same: to help those students who are having difficulty in school. These programs have been shown to produce many benefits. Tutoring and mentoring programs are beneficial in that they:

1. Increase academic ability resulting in better grades.
2. Improve instructional support.
3. Assist the teacher.
4. Demonstrate improvement in communication skills.
5. Support the idea of sharing and offering service to others.
6. Improve self- esteem.
7. Help shy students.
8. Help students adjust to and interact more positively with authority figures.
9. Encourage maturity by giving responsibility.
10. Affect attitudes toward self and others.
11. Strengthen ego.
12. Aid in modifying behavior.
13. Provide a change of pace.
14. Provide extra attention, encouragement, and support.
15. Teach and reinforce positive social skills.

The focal point of a tutoring program is academic. Students who need additional instructional support are identified and matched with a tutor.

The emphasis in a mentoring program is the student's affective responses to personal and social and academic issues. Tutoring may occur but it is not the focus of the sessions. The idea behind a mentoring program is that academic progress is more likely to occur when the student has a positive self concept. Mentors play an advocacy role for others. Content of the meetings or sessions is largely left to those involved in the mentoring relationship.

The one-to-one relationship is central to both tutoring and mentoring programs. The success or failure of such programs will depend heavily on the quality of that relationship. It is therefore necessary to take special care in the development and implementation of these programs.

To set up a tutoring or mentoring program, educators must first determine program goals. Setting goals will depend on student needs and school resources. Program goals might be to:

1. Improve academic skills.
2. Improve interpersonal skills.
3. Improve self concept.
4. Help students adjust to the school environment.

It is important in the planning phase to gain the support and cooperation of school personnel. A newsletter could be developed and distributed to inform educators of the benefits and to solicit support. It is also important to notify and inform parents of the program. Let them know what the program involves, what the school hopes to accomplish, and invite them to participate in the program planning and/or as possible tutors.

It is also necessary to determine the desired approach or setting for the program. Tutoring or mentoring can occur during school hours (in study hall or another pre-arranged time) or after school or on weekends. Participants may meet on school grounds or in a less formal atmosphere off campus. Another approach is to use tutoring as a teaching strategy. Pair all students in the classroom and have them tutor each other. In this way, each student can be given the opportunity to tutor and be tutored. No one student will feel "singled out" as having problems. Using tutoring as a classroom activity can promote the concept of tutoring as a worthwhile and valuable experience.

The next step is to determine instructional and advocacy activities and gather resources. Choice of activities and resources will depend on the students being served and upon their special problem areas. In a tutoring program, instructional materials may include textbooks, worksheets, audio-visual equipment, chalkboards, etc. Activities can include demonstration, discussion, and question and answer sessions. For the mentoring relationship, activities may involve self exploration, informal counseling or "rap sessions", academic instruction, and may even include recreational activities.

Program participants must then be identified. Tutors may be students, teachers, or community personnel such as professionals or parents.

Student tutors can be identified by their ability to understand concepts and complete coursework, and by their ability to help others. Those who interact well with other students and have a good grasp of the material are possible candidates for tutoring positions. The tutor may be an older student or one in the same class who has mastered the material. Another approach is to choose as tutors, those who are at-risk of dropping out. The at-risk student is often very capable of doing the work and the opportunity to be in a leadership position can increase self esteem and help the student identify with the school. To identify mentors, educators can also look to other students or community personnel. Because the focus of the mentoring relationship is affective, mentors may be identified by their "people" skills as well as their academic skills. These too may be at-risk students.

To identify students to be tutored and/or mentored, educators may develop a checklist of characteristics common to at-risk students. Matching students with tutors or mentors may be done by the educator or by the students themselves.

Training tutors and mentors can take a variety of forms. Training should include program orientation, lessons in communication and listening skills and supervised practice.

TUTORING TIPS

1. Work on developing a good relationship with the learner.
2. Be on time for each session and encourage the learner to do the same.
3. Teach how to take good class notes. Encourage the learner to rewrite notes immediately after school. He or she may learn more by doing this.
4. If there is a class syllabus, use it to help the learner understand what is expected of him or her in class.
5. Be positive about the instructor and about school.
6. If old tests are available, use them as study guides.
7. Use the study materials at the end of the chapter.
8. Develop an outline as a guide for study sessions.
9. Show the learner how to prepare for class. Teach study skills.
10. If the learner is having a lot of difficulty with the subject, schedule more than one session per week.
11. Be aware of any problems the learner may have that may interfere with learning.
12. Make use of the library, learning centers, and labs (if the subject has one). Go with the learner to make sure he or she knows how to use these resources.
13. Exchange telephone numbers and keep in touch. Call if you find out you cannot make a session or may be late.
14. Never criticize the learner.

TUTORING TECHNIQUES

A. Feel comfortable with the learner

1. Share personal information and interests.
2. Discuss the student's learning problems.
3. Show concern and support for the learner.
4. Work beside the learner.
5. Be aware of verbal, eye, hand, and posture cues of the learner.

B. Deliver instruction

1. Look over the lesson before tutoring.
2. Have all materials at hand before beginning.
3. Explain the lesson objectives to the learner.
4. Follow the lesson as the teacher has directed.
5. Progress at the learner's pace.

C. Ask questions to help the student learn

1. Ask questions instead of giving the answers.
2. Question the learner further when his answers need to be more clear.
3. Encourage the learner to be more independent.
4. Rephrase and simplify misunderstood questions.
5. If the student gets off task, redirect his or her attention with a question.

D. Use reinforcement

1. Support and encourage the learner throughout the tutoring process.
2. Ask the teacher what type of reinforcement works best.
3. Praise correct responses.
4. When you receive an incorrect answer, ask questions in a positive manner.
5. Praise the learner for working independently.
6. Always provide reinforcement immediately.

E. Observe and record learner progress

1. Ask the teacher what specific things you should watch for when observing.
2. Evaluate the learner's performance by whatever method the teacher recommends.
3. Watch carefully!
4. Record progress discreetly when the learner is present.
5. Tell the teacher your observations and feelings.
6. Offer suggestions to the teacher to improve instruction.

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TIPS FOR SUCCESS

1. Find out what interests the learner and capitalize on these interests.
2. Provide a positive learning environment.
3. Use praise appropriately.
4. Be consistent.
5. Be friendly and firm.
6. Set rules and provide structure.
7. Work with the learner in short, simple steps.
8. Overteach and reteach skills.
9. Use a variety of learning approaches.
10. Talk to the learner in simple language.
11. Be supportive and provide encouragement.
12. Set realistic expectations and demands so the learner will experience success.
13. Be patient in working with the learner.
14. Get to know the learner.
15. Listen to the learner.
16. Pay attention to non-verbal cues exhibited by the learner.

17. Provide assistance as needed.

18. Keep in mind individual learning differences.

19. Use reinforcement strategies to motivate the learner.

20. Maintain a sense of humor.

21. Use questioning strategies that direct instruction and require more than a yes-no response.

22. Respect the privacy and confidentiality of information.

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PEER TUTORING AND MENTORING FACT SHEET

1. Who is involved?

This group is made up of students who are capable of succeeding in school. For various reasons, these students have not passed their classes or are having problems in other areas.

2. Why are we involved?

To assist each other in improving your school work and in seeking solutions to other problems you may have.

3. How are we involved?

We plan to meet at least once a week to discuss problem areas and progress being made. We will set up times for the tutoring/mentoring sessions. Attendance is required at all sessions

4. What is involved?

You will be giving or receiving help, or both. In your role, keep a record of all assignments and meetings. If you feel you have not been properly helped or cannot help someone, either contact your sponsor ______________________________ or bring this up at the next group meeting. Others may be experiencing a similar problem and may benefit if we can discuss it in the group.

5. When do we meet?

Each week, you must report on how your sessions are going. We would like to see evidence of progress made so bring in assignments on which you have done well.

(Adapted from: Kehayan, 1983)

SELF - EVALUATION

Name: ______________________________ Grade: ________

Name of Mentor or Tutor: ______________________________

List the subject areas you are having problems with:

____

____

List other areas (personal, social) you are having problems with:

____

____

Do you have concerns about any of the following areas?

Homework __________

Teacher __________

Taking tests __________

School activities ______

Understanding materials ________

Taking class notes __________

Getting along with classmates ____

Other____________________

Why do you think you are having problems in these areas?

____

____

What has kept you from putting more effort into studying?

____

____

(Adapted from: Kehayan, 1983)

ACTION PLAN

Name ______________________________ Phone # ________

Tutor or Mentor Name ____________________ Phone # ________

Date of Plan __________________________

Goals

____

____

____

Steps to achieve goals

1. ____
2. ____
3. ____

Session Plan

Date _______ Time ______ Place ____________ Subject _________________

Date _______ Time ______ Place ____________ Subject _________________

Date _______ Time ______ Place ____________ Subject _________________

Changes for next week

____

____

Materials needed (textbooks, worksheets, other)

____

____

(Adapted from: Kehayan,1983)

LISTENING TO OTHERS

1. Stop talking. You can not listen while you're talking.
2. Empathize with the person you are listening to.
3. Ask questions when you do not understand and when you need clarification.
4. Do not interrupt. Give others time to say what they have to say.
5. Concentrate on what is being said. Focus your attention on the words, ideas, and feelings being related.
6. Looking at the other person will help him or her to communicate. It also helps you concentrate.
7. Leave your emotions behind. They may prevent you from listening.
8. Get rid of any distractions.
9. Concentrate on the main ideas being presented.
10. Share the responsibility for the communication. It rests with both you and the speaker.

11. React to ideas, not to the person.

12. Listen for what is not said. Sometimes you can learn just as much by determining what the other person does not say as you can by listening to what is said.

13. Listen to how something is said. Look for the emotional reactions and attitudes. These may tell you more than the words used.

14. Do not antagonize the speaker. This can cause the person to withhold ideas, attitudes, and emotions.

15. Avoid classifying the speaker. At times it helps us to understand others when we know their politics, religious beliefs, etc., but people are unpredictable and often do not fit their classifications.

16. Avoid jumping to conclusions. Wait until you know all the facts.

17. Try to identify the facts and the reasoning.

THE PUZZLE

Purpose:

The purpose of this activity is to make students aware of some of the elements of communication and of some of the barriers to communication.

Group Size: pairs or small groups

Time: 30-45 minutes

Setting: separate groups for privacy

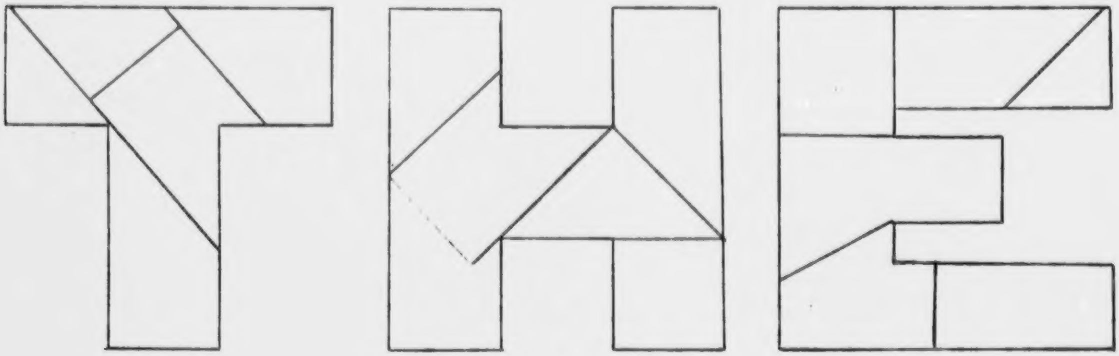
Materials; copy of "The Puzzle" and directions

Procedure:

1. Pair or group students. Only two students at a time can do the activity. If you choose to group students, those not participating will serve as observers.
2. Choose an instructor and instructee. Give each a puzzle and directions.The instructor's puzzle is assembled. The instructee's puzzle is not assembled. The pair is seated so that they cannot see each other (i. e. back to back). You may review the instructions.
3. Allow participants 15 minutes to complete the puzzle. Following are questions for discussion.
   a) What problems did you have in giving or receiving instructions?
   b) In what ways did lack of feedback cause problems? Why?
   c) List some of the barriers to effective communication.

INSTRUCTOR'S DIRECTIONS: Place the assembled puzzle on your desk, but do not let your partner see it. Your partner has the same puzzle but it is not assembled. Your task is to tell him or her how to put the puzzle together in the same way as your puzzle. Your partner cannot ask questions or comment on the way you give instructions.

INSTRUCTEE'S DIRECTIONS: Look at the puzzle pieces in front of you. Your partner is going to tell you how to put the puzzle together. Follow his or her instructions. You cannot ask any questions or comment in any way on the instructions.



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THE STORY

Purpose:

This activity is designed to enable students to see how well they communicate and listen.

Group Size: large group

Time: 45 minutes to 1 hour

Setting: 5 students are sent out of the room

Materials: copies of "The Story"

Procedure:

1. Teacher asks for 5 volunteers to stand outside the room until called back in.
2. Hand out copies of "The Story" to remaining group members.
3. Explain purpose of activity.
4. Show students how to use chart (on handout) to record what happens.
5. Ask first student to enter and read him the story.
6. Ask second student to enter. Have first student tell the story (from memory) while the group records items covered.
7. Ask third student to enter. Have second student tell the story. (repeat the process until all students are back in the room)
8. Discuss listening skills, what we listen to and what we forget.

THE STORY

A farmer in western Kansas put a tin roof on his barn. Then a small tornado blew the roof off, and when the farmer found it two counties away, it was twisted and mangled beyond repair.

A friend and a lawyer advised him that the Ford Motor Company would pay him a good price for the scrap tin, and the farmer decided he would ship the roof up to the company to see how much he could get for it. He crated it up in a very big wooden box and sent it off to Dearborn, Michigan, marking it plainly with his return address so that the Ford Company would know where to send the check.

Twelve weeks passed, and the farmer didn't hear from the Ford Company. Finally he was just on the verge of writing them to find out what was the matter, when he received an envelope from them. It said, "We don't know what hit your car, mister, but we'll have it fixed for you by the fifteenth of next month".

				Version		
Item	Original Story	#1	#2	#3	#4	#5
1	farmer	___	___	___	___	___
2	western Kansas	___	___	___	___	___
3	tin roof on his barn	___	___	___	___	___
4	small tornado blew	___	___	___	___	___
5	two counties away	___	___	___	___	___
6	twisted and mangled	___	___	___	___	___
7	friend and lawyer	___	___	___	___	___
8	Ford Motor Company	___	___	___	___	___
9	good price	___	___	___	___	___
10	ship the roof	___	___	___	___	___
11	how much he could get	___	___	___	___	___
12	big wooden box	___	___	___	___	___
13	Dearborn, Michigan	___	___	___	___	___
14	return address	___	___	___	___	___
15	send the check	___	___	___	___	___
16	twelve weeks passed	___	___	___	___	___
17	verge of writing them	___	___	___	___	___
18	received an envelope	___	___	___	___	___
19	what hit your car	___	___	___	___	___
20	fifteenth of next month	___	___	___	___	___

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SECTION 8

LECTURE NOTES

COMMUNITY - BASED AND SCHOOL - BASED SUPPORT SERVICES

1. State the problems identified in the **Introduction** on page 119 in the manual.

    a. At-risk youth are often confronted with a variety of concerns which negatively impact the student's performance in school.

    b. Existing resources and services are often fragmented and may be duplicated.

2. Make reference to the **Quotes** found on page 120 in the manual.

3. Key concepts found in the **Narrative** (pages 121-122) include:

    a. To develop effective school and community resources, the school must first evaluate the needs of its at-risk population and then develop contacts and resources based on those needs. Refer to pages 123 and 125 to discuss suggestions regarding the development of support services. Use **TRANSPARENCY 8.1** to discuss contacting and working with community personnel.

    b. Use **TRANSPARENCY 8.2** (page 124) to discuss benefits resulting from linking services and resources to student need.

    c. Use **Transparency 8.3** (page126) to give examples of types of support services. Refer also to the Glossary of Support Service on pages 127-128 which list and define types of services.

    d. Samples of forms to use in identifying and coordinating support services are included on pages 129-133.

    e. Use **TRANSPARENCY 8.4** to dicuss the types of data needed when building a file on community support services.

COMMUNITY - BASED AND SCHOOL - BASED SUPPORT SERVICES

INTRODUCTION

At-risk youth are often confronted with a variety of concerns. Family, behavior, and attitude problems may have a negative impact on the student's performance in school. If the student happens to be an adolescent parent, he/she may be burdened by child care problems. Almost always there are additional medical, financial and transportation problems.

These "distractions" in the student's personal life can seriously interfere with his/her ability or desire to stay in school. Educators can attempt to address some of these issues to help at-risk youth complete their education but will generally find school resources lacking.

Existing community resources provide services in many of these areas. Identifying these resources can be time consuming because services are often fragmented and may be duplicated.

Included in the following pages are guidelines for educators to use in identifying and meeting student needs through the use of community-based and school-based support services.

"One of the main advantages of networking is the opportunity to locate and use existing service delivery systems."
(Bhaerman, Belcher, & Merz, 1986)

"It is doubtful that any institution, however resourceful, can adequately serve its special population students or clients without the cooperation of others with similar goals and clientele."
(Bhaerman, Belcher, & Merz, 1986)

COMMUNITY - BASED AND SCHOOL - BASED SUPPORT SERVICES

The development of school and community resources is the responsibility of all educators. To be effective, the school must first evaluate the needs of its at-risk population and then develop contacts and resources based on those needs. The development of a linkage between the school and the community benefits all involved through the exchange of information, input into the curriculum, the provision of services, and an increase in resources. More specific benefits may include career assistance through the development of job sites and the provision of occupational information and training. Other resources include meeting the special needs of at-risk youth through counseling assistance, financial aid to families, and child care.

Taking students out into the community or inviting community personnel into the school or classroom can provide students with both a change of pace and an opportunity for learning. Professionals can offer firsthand information about specific topics or areas of specialization which may help students understand the relevance of certain school subjects or help them identify career choices. Other community personnel can speak to students about social service resources available. Business and industry as well as local colleges, universities, and trade schools are significant community resources. Local social service agencies, community organizations, and community volunteers may provide additional assistance. A valuable community resource that is often neglected is the parents. Frequently, parents are willing to volunteer their time as a resource contact.

Resource people may serve as guest speakers for a class session or school assembly, as guides for field trips, or as tutors or mentors. Other kinds of involvement include serving on an advisory committee or working as a volunteer.

Networking within the school is equally important to the development of support services for at-risk youth. Teachers, counselors, administrators, and the students themselves are often able to help. Examples of supportive services which may be offered by the school include;

1. Tutoring and mentoring programs
2. Career and/or personal counseling
3. Assessment and evaluation of skills, abilities, and needs
4. Workshops focusing on special needs
5. Other information services

DEVELOPING SUPPORT SERVICES

1. Seek out volunteers from the school and community. Although these volunteers can be a valuable resource they are often overlooked. The following populations often include capable, motivated potential workers: senior citizens, retired teachers and other professionals, students from local colleges, and students at the junior high and high school levels.

2. Become familiar with services offered by area school and community organizations. Fraternities and sororities, church groups, and special volunteer groups are often available to offer a variety of services. These services may include the provision of food, clothing or transportation needs to instructional support such as tutoring.

3. Seek out resources available from employers and the local Chamber of Commerce. These resources may provide valuable input into the development of support services including advisory committee meetings and job training and/or placement. Building facilities may be available for field trips or recreational events, or programs sponsored by the school.

4. Develop a newsletter to inform local business and industry personnel and the community about the need for programs serving at-risk youth. Publicize proposed programs, goals, accomplishments, or special events.

SCHOOL-COMMUNITY BENEFITS

The development of school-community linkages may benefit the at-risk student by:

1. Providing information relevant to the student's education. A speaker from the community may be able to demonstrate why certain coursework is necessary or beneficial by linking it with job skills.

2. Providing information relevant to the student's career development. Field trips and guest speakers can help students identify career interests.

3. Increasing availability of support services which the student may be in need of. Many communities have supportive services which identify and offer help to at-risk youth who are experiencing problems.

4. Increasing the opportunity to develop programs which include work-related activities, or part time and/or summer jobs.

5. Providing positive input and increasing available resources through advisory committees, parents,and other community personnel.

COMMUNITY INVOLVEMENT IN THE SCHOOL

1. Teacher "Helpers": With some training and supervision, community personnel can contribute help in the classroom. This contribution can include clerical help or involve direct contact with students. For instance, the volunteer could play a learning game with a student. This can be a one-time involvement or ongoing throughout the school year.

2. Guest Speakers: Professionals can speak to an individual class or at a school assembly or workshop. Encourage the speaker to use visual aids if possible. Let the speaker know ahead of time what topic to cover and also a little about his or her audience.

3. School Club or Activities Sponsors: Volunteers can coordinate or be involved with student activities such as clubs or single events.

4. Tutors and/or Mentors: With training and school supervision, parents and other community personnel can aid students by serving as tutors or mentors. Providing additional instructional support or just "being a friend" can help an at-risk youth make it through school.

5. Advisory Committee Member: This committee can help build good relations between the school and community.

TYPES OF SUPPORT SERVICES

Supportive services offered by the school may include:

- Advocacy
- Assessment and Evaluation
- Counseling and Guidance
- Employability Skill Development
- Information Services
- Instructional Support
- Job Placement Assistance
- Vocational Assessment
- Transition Services (from school to community)

Supportive services found in the community may include all of the above, plus:

- Family Counseling
- Financial Assistance and Planning
- Job Placement
- Legal Counseling / Legal Aid
- Health Care Services
- Home Support (food, clothing, shelter, transportation)

GLOSSARY OF SUPPORT SERVICES

Advocacy	To advocate is to defend, maintain, or support another person or to act on their behalf. Programs or services that use this method of service include mentoring, counseling, or transition services.
Assessment	Assessment involves the evaluation and/or testing of knowledge, interests, skills, abilities, and needs. Procedures include paper and pencil tests, work samples, computer assessment, observation, interview, and performance tests. These services may be available through the school or community.
Counseling	Types of counseling include personal or career counseling, substance abuse, or coping with other special needs. These will usually involve problem-solving, decision-making, and goal setting.
Employability Skill Development	The development of employability skills includes job seeking and job keeping skills acquisition such as interviewing and cooperating with others.
Financial Assistance and Planning	This involves actual monetary assistance with debts and payments for necessities such as food or transportation. Money management and budgeting workshops are examples of planning services.
Health Care Services	These services can include the diagnosis and evaluation of health problems, therapy, glasses,

	hearing aids, dental care, and emergency services. Visits to the doctor and prescriptions may also be offered. Also included here is the dissemination of health care information.
Home Services	Home services include the emergency provision of food, clothing, shelter, transportation, and day care needs. It may also include free electricity/gas during the winter months.
Instructional Support	Instructional techniques, methods, and equipment beyond those offered in the traditional classroom all constitute instructional support. Examples include tutoring and work-related activities.
Job Placement Assistance	This may include job training and/or placement either in a part time or temporary job. It may also involve the provisions of other necessary services such as getting the student to the interview.
Legal Counseling	Legal counseling may include referral, advice, or the provision of needed legal services for family problems or delinquency issues.
Transition Services	These services are designed to help students make a successful transition from high school to the world of work. They may involve personal and/or career counseling or workshops which address special needs.

COMMUNITY SURVEY

Name of Organization ______________________________________

Address ______________________ Phone ____________________

Contact Person(s) ____

1. Please describe your organization and its major products/services.

2. Do you have printed information describing your organization?
YES ___ NO ___

   If so, can you send us samples? YES ___ NO ___

3. Is there someone from your organization who would be willing to speak to a class about careers? YES ___ NO ___

   If so, how can we arrange a meeting?

   ____

   ____

4. Would your organization be willing to provide tours for students?
YES ___ NO ___

   If so, what do we need to know when we set up a field trip?

   ____

   ____

5. Do you hire students for part-time or summer jobs and/or volunteer work? YES ___ NO ___

   If so, briefly describe the job duties, hours, and wages if any.

   ____

   ____

6. Would someone from your organization be interested in serving on an advisory committe for the school? YES ___ NO ___

COMMUNITY RESOURCE FACT SHEET

Name of Organization ____

Address ____

Contact person ______________________ Phone ______________________

Description of Resource (social service, business,etc.) ______________________

____

GENERAL SERVICE	YES	NO
Field Trips	____	____
Guest Speakers	____	____
Volunteers	____	____
Materials	____	____
Equipment	____	____
Donated Services	____	____
Advisory Committee Members	____	____
Other		

____

____

COUNSELING SERVICE	YES	NO
Family Counseling	____	____
Legal Advice	____	____
Health	____	____
Mental Health	____	____
Drug Abuse	____	____
Alcohol Abuse	____	____
Vocational Career Counseling	____	____
Employment Counseling	____	____
Educational Guidance	____	____
Other		

____

____

WORK- RELATED SERVICES	YES	NO
Occupational Training	____	____
Job Shadowing	____	____
Job Opportunities	____	____
Other		

____

____

EMERGENCY COMMUNITY RESOURCES

EMERGENCY	AGENCIES	
Child Care	Name: ____	Name: ____
	Address: ____	Address: ____
	Phone: ____	Phone: ____
	Contact: ____	Contact: ____
Clothing	Name: ____	Name: ____
	Address: ____	Address: ____
	Phone: ____	Phone: ____
	Contact: ____	Contact: ____
Financial	Name: ____	Name: ____
	Address: ____	Address: ____
	Phone: ____	Phone: ____
	Contact: ____	Contact: ____
Food	Name: ____	Name: ____
	Address: ____	Address: ____
	Phone: ____	Phone: ____
	Contact: ____	Contact: ____
Housing	Name: ____	Name: ____
	Address: ____	Address: ____
	Phone: ____	Phone: ____
	Contact: ____	Contact: ____

Legal	Name:__________	Name:__________
	Address:__________	Address:__________
	Phone:__________	Phone:__________
	Contact:__________	Contact:__________
Medical	Name:__________	Name:__________
	Address:__________	Address:__________
	Phone:__________	Phone:__________
	Contact:__________	Contact:__________
Protective Services	Name:__________	Name:__________
	Address:__________	Address:__________
	Phone:__________	Phone:__________
	Contact:__________	Contact:__________
Transportation	Name:__________	Name:__________
	Address:__________	Address:__________
	Phone:__________	Phone:__________
	Contact:__________	Contact:__________
Other	Name:__________	Name:__________
	Address:__________	Address:__________
	Phone:__________	Phone:__________
	Contact:__________	Contact:__________

PROGRAM CONTACTS

PROGRAM	CONTACT PERSON	PHONE
Counseling		
Peer Tutoring		
Mentoring		
Remedial Classes		
Career Guidance		
Work Activities		
Alternative Classes		
Life Skills		
School-Age Parents		
Other		

NOTES

SECTION 9

LECTURE NOTES

PARENT SUPPORT GROUPS

1. State the problems identified in the **Introduction** on page 135 in the manual.

   a. Parental involvement in a child's education can determine the success or failure of that education. Many students at risk of dropping out receive little parental support.

   b. ". . . the quality of teacher/parent involvement relies heavily upon the skills of the teacher" (Croft, 1979).

2. Make reference to the **Quotes** found on page 136 in the manual.

3. Key concepts found in the **Narrative** (pages 137-140) include:

   a. Parents can be a valuable resource in reinforcing what teachers want their students to learn. Review the types of activities parents can become involved in as listed in the Narrative on pages 137-138.

   b. Offering a variety of opportunities with a range of involvement allows parents to contribute according to their own resources, needs, and interests. Use **TRANSPARENCY 9.1** to discuss suggestions for getting parents involved.

   c. Use **TRANSPARENCY 9.2** to discuss suggestions for working with the special needs of single parents.

   d. Use **TRANSPARENCY 9.3** to discuss the roles of educators in parent involvement.

   e. Three methods of involving parents are the parent-teacher conference, parent volunteers, and parent groups.

   f. The parent-teacher conference may be used as an opportunity to gain and offer support. Use **TRANSPARENCY 9.4** to discuss guidelines for teachers to follow in conducting parent-teacher conferences. Additional guidelines are included in the manual on page 143. Refer to pages 141-142 in the manual for a sample of a pre-conference form.

   g. Recruiting parents as volunteers involves linking parent interests and abilities with the educator's needs. Use **TRANSPARENCIES 9.5 and 9.6** to review the possible ways parents can become involved as volunteers. Page 144 in the manual lists additional ideas regarding parents as volunteers. Refer to page 145 in the manual to discuss training parents in their roles as volunteers.

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h. Parent groups are a third way to involve parents. Page 146 in the manual lists guidelines to follow in setting up parent groups. Additional information includes:

a parent survey form to assist educators in assessing parent needs and interests (pages 147-148)

a sample workshop agenda and additional forms to assist in workshop preparation (pages 149-153)

rules for group leaders (page 154)

guidelines for developing activities and sample activities (page 155-157)

PARENT SUPPORT GROUPS

INTRODUCTION

Parental involvement in a child's education can determine the success or failure of that education. "If parents discourage learning or simply show disinterest in it, they jeopardize a child's growth in all subjects" (Kelly, 1974). Most dropouts have parents who have dropped out.

How can educators make a difference? Many teachers see even the parent-teacher conference as a problem, especially when the child is having difficulty in the classroom. Some parents appear to be more of a hinderance than a help and some students do not want their parents involved.

Parents' ideas about rearing their children can be different from or conflict with the teacher's ideas. Most teachers are parents and can relate to the problems involved in rearing a child. Therefore, "the quality of teacher/parent involvement relies heavily upon the skills of the teacher" (Croft, 1979). Often this is seen as a burden rather than an opportunity to gain parental support. Parents can serve as a valuable resource in their child's education. Identify their strengths and weaknesses and you have identified ways to work with them.

"Many times you can understand a student's problem better after observing and talking with the parents." (Clark & Starr, 1986)

"Parents who are aware of their roles in the educational development of their adolescent children promote the successful completion of their formal education." (Berger, 1987)

". . . methods enacted to keep parents informed about their child's achievement, plus ways for them to actively encourage learning at home, are extended techniques of teaching." (Bey, 1986)

PARENT SUPPORT GROUPS

Parents can be a valuable resource in reinforcing what teachers want their students to learn. Much of the responsibility for parental involvement falls on the teacher. To be as effective as possible, they must be assisted and supported by the school in their efforts.

Parent involvement falls into two general areas. Parents may serve as resources and learners. Following is a list of ways parents can become involved:

1. Parents as resources:

    a. Attend parent - teacher conferences.
    b. Assist in program evaluation.
    c. Help with newsletters.
    d. Help with open house.
    e. Participate as members of PTO / PTA / PTSA
    f. Form parent advisory groups.
    g. Serve as parent volunteers.

2. Parents as learners:

    a. Attend workshops.
    b. Attend group discussions.
    c. Attend group counseling sessions.

d. Attend seminars.

e. Participate as members of PTO / PTA / PTSA

f. View films on parenting.

Parents can serve as resources by providing information about their child that affects the learning process. They can also provide information to other parents about: education in general, the school and its programs, or specific information about an area of specialization in which they are involved. They can become actively involved in the instructional process serving as speakers, tutors, or classroom or playground aids.

Parents can also become involved as learners. Workshops, group discussions, and seminars may focus on problems experienced at home. Parents may also learn by visiting their child's classroom and observing classroom activity. This can serve to:

1. Acquaint the parent with the program.
2. Obtain parent reaction to their child's behavior.
3. Reinforce teacher comment about the child's performance and behavior.
4. Encourage coordination of approaches to working with any problems the child may have.

Parent programs differ in focus according to the interests and needs of the parents involved. The goal in getting parents involved is to increase their awareness of the role they can play in their child's education.

Offering a variety of opportunities with a range of involvement is important. Greater flexibility will be required on the part of the teacher with single parent and two-career families. These parents may need special consideration in planning conferences, meetings, or other parent activities. Allowing parents to contribute according to their own resources, needs, and interests will make them more comfortable with their role. It is important to understand the restraints parents have on their time and the additional responsibilities they have. Not every parent will be able to attend school meetings or conferences. Contact can be maintained through newsletters, home visits, or by other means. It is essential to be aware of options in maintaining contact and support.

In this section, three areas of parental involvement are covered. These areas of involvement include parent - teacher conferences, parents as volunteers, and parent groups.

When seeking parental participation, one starting point is the parent-teacher conference. Teachers are usually required to meet with parents and may use this as an opportunity to gain and offer support. The focus of the parent - teacher conference is usually one of giving rather than sharing information. "The value of the parent - teacher conference can be enhanced when consideration is given to parent needs" (Reid, Hresko, 1981).

Recruiting parents as volunteers involves linking parents' interests and abilities with the educator's needs. Parents can provide simple accessory help geared toward a single, specific task. They may also be invited to become involved in the instruction process. Being involved in instruction may include speaking or tutoring.

Parental involvement may be increased by the formation of parent groups. These groups can discuss any concern the parent might have. Possible topics for discussion include:

1. Dealing with their child's problem behaviors.
2. Helping their child study.
3. Developing coping skills and problem-solving skills.
4. Understanding child development.

PARENT - TEACHER CONFERENCE FORM

Dear parents of________________________:

A parent-teacher conference time will soon be scheduled for you and your child. We are interested in knowing about your thoughts and areas of concern. To help us plan this conference, please answer the following questions and return this to the school tomorrow.

1. When is it convenient for you to meet? ____________________
2. Where is it convenient for you to meet? ____________________
3. Will we need to arrange for child care? ____________________
4. What is your child's attitude toward school?

   ____

   ____

5. Does your child have any physical disability or health problems that affect learning? ____

   ____

6. What does your child enjoy doing after school?

   ____

7. What responsibilities does your child have at home?

8. What else do we need to know to better understand your child?

9. Following is a short list of topics we can discuss in the conference. Please circle the items you would like to discuss.

Work Habits
Respect for Authority
Grades
Ability to Follow Directions
Relationships
Self-Confidence
Punctuality
Concentration
Self-Control
Study Habits
Attitudes

GUIDELINES FOR PARENT-TEACHER CONFERENCES

1. Offer parents a choice in where and when the conference can be held.
2. Include both parents if possible.
3. Plan what you wish to say and how you wish to say it.
4. Be pleasant, courteous, tactful, and patient.
5. Be clear and specific. Make specific points and back them up with examples. Provide work samples.
6. Review evaluation procedures with parents.
7. Encourage parents to discuss their perceptions of their child's behavior and performance.
8. Allow parents time to think about and react to information.
9. Restate parent perceptions and comments.
10. Summarize periodically.
11. Do not criticize other school personnel.
12. Solicit parent cooperation. Let them know how they can help.
13. Give parents the opportunity to ask questions and make suggestions.
14. After the conference, make notes on what has been said, suggestions and conclusions.
15. Make the initial contact with parents and have something positive to say about their child.
16. Begin and end each conference with a positive comment about their child.

PARENT VOLUNTEERS: WHAT CAN THEY DO?

1. Help contact other parents and keep them informed of school activities.
2. Make and play instructional games with class.
3. Assist the teacher by working with underachievers.
4. Talk to children; be a friend.
5. Share information with class about local history.
6. Gather resources for topics of study.
7. Serve as a teacher's aide.
8. Help with after school or extracurricular activities.
9. Serve as a sponsor for school clubs.
10. Help produce a parent-teacher newsletter.
11. Help organize and participate in parent-teacher meetings.
12. Serve on an advisory committee.
13. Help organize community improvement projects involving students.
14. Serve as a tutor or mentor for at-risk youth.

TRAINING PARENTS AS VOLUNTEERS

1. Orientation
    a. Discuss your expectations and listen to those of the parents.
    b. Assign and discuss responsibilities.
    c. Inform parents of structure, procedures, and policies of the volunteer program.
    d. Discuss alternative plans in case of special problems.
    e. Discuss strategies and available materials.
2. Practice
    a. Have parents observe appropriate behaviors. This can be done by role modeling desired behaviors or having parents watch experienced volunteers.
    b. Allow parents opportunity to practice.
    c. Provide feedback and evaluation.
3. Implementation
    a. Implement desired activities (speaker, tutor, classroom aid).
    b. Evaluate performance.
    c. Reassess and modify duties if necessary.
    d. Revise work schedule when necessary.
4. Evaluation
    a. Evaluate parent performance.
    b. Evaluate parent and teacher reaction.
    c. Evaluate class response to the parent as a volunteer.

SETTING UP PARENT GROUPS

1. Conduct a survey of parents to assess needs and interests.

2. Identify the purpose and goals of the group. What are the interests and needs of those involved? Do they want information or guidance?

3. Identify and gather your resources. These include: resource people who may provide information or serve as guest speakers, and resource materials such as discussion guides or handouts for the participants.

4. Develop an outline or agenda for group meetings. Include your goals, activities, and procedures you wish to use.

5. Always have extra materials on hand so that you can be flexible and more open to the needs of the group.

PARENT SURVEY

Dear Parents:

The purpose of this letter is to help us identify ways in which parents may become more involved in their children's education. The list below contains activities in which parents have participated in the past. Please read through this list and place a check by those activities that are of interest to you. If you have additional suggestions, please list them in the space marked "other".

Participation as Resources

____ 1. Participation in PTO / PTA / PTSA.

____ 2. Participation in parent advisory groups.

____ 3. Attendance at parent-teacher conferences.

____ 4. Assistance in student program evaluation.

____ 5. Assistance with newsletters.

Participation as Volunteers

____ 1. Volunteer as a classroom aid, to assist teachers in working with students.

____ 2. Volunteer as a tutor for students who need instructional support.

____ 3. Volunteer as clerical help in school office.

____ 4. Volunteer as classroom speaker to discuss my career or the organization I work for.

____ 5. Volunteer to work with groups of students as a sponsor for a school club, or as a teacher's assistant on a field trip.

Participation as Learners

____ 1. Attendance at a workshop or seminar to learn how to best deal with childrens' problem behaviors.

____ 2. Attendance at a workshop or seminar to learn how to help my child study.

____ 3. Attendance at a workshop to help me improve my coping skills and my problem-solving skills.

____ 4. Attendance at a workshop or seminar to help me learn about and understand child development.

____ 5. Attendance at a group discussion where I can meet other parents and learn how they cope with similar problems.

Other

____

____

____

____

____

WORKSHOP AGENDA

I. Prior to Workshop

- A. Conduct a Needs Assessment
  1. Is the group interested in guidance?
  2. Is the group interested in gaining information?
- B. Develop Curriculum and Materials
  1. Develop outline.
  2. Compile and adapt existing materials.
  3. Develop additional materials.
- C. Evaluate Content
  1. Concept
     - a. Are the concepts relevant to parents?
     - b. Are the concepts interesting to parents?
  2. Materials
     - a. Are the materials attractive?
     - b. Are they neatly and legibly typed?
     - c. Is the reading level appropriate?
     - d. Is there variety?
- D. Evaluate the Physical Facilities.
  1. Is the lighting adequate for your purposes?
  2. Do you have enough room for everyone to sit comfortably?
  3. Is the furniture comfortable?
  4. Is there ventilation?
  5. Do you have control over the thermostat?

E. Design the Workshop.
    1. Establish your workshop goals and priorities.
    2. Vary the activities.
    3. Build in flexibility and have extra materials available.
F. Arrange for guest speakers, A-V equipment, etc.

II. During the Workshop.
    A. Orientation
        1. Provide outline or overview of content and activities.
        2. Plan Ice Breaker activities.
    B. Vary activities and presentation methods.
    C. Elicit feedback from participants.
    D. Have participants complete evaluation.

III. After Workshop
    A. Evaluate the success of the workshop.
        1. Evaluate your performance.
        2. Evaluate the materials and content.
        3. Evaluate the group participation.
    B. Make necessary changes in the workshop based on the evaluation.

WORKSHOP AIDS

AID		NUMBER NEEDED	CHECKED
1.	Name tags		
2.	Place cards		
3.	Pencils/pens		
4.	Easels		
5.	Newsprint pads		
6.	Felt tip markers		
7.	Pencil sharpener		
8.	Blackboard		
9.	Chalk		
10.	Masking tape		
11.	Stapler		
12.	Note paper		
13.	Folders		
14.			

EQUIPMENT		DATE REQUESTED	DATE NEEDED
1.	Audio-visual equipment		
2.	Podium		
3.	Extension cords		
4.			

WORKSHOP SET UP

Name of meeting____

Date____

Time ____

Lunch / Breaks____

Room name and/or number______________________________________

Number of people expected to attend ____________

Tables and Chairs___________________________

Directional Signs___________________________

Contact Person(s)   Phone Number

____

____

____

Use the space below to sketch desired layout of tables and chairs.

CHILD CARE ARRANGEMENTS

Names and ages of children expected:

____

____

____

Names, addresses and phone numbers of babysitters:

____

____

____

Location of child care: Room #______________________

Activities planned and materials needed:

____

____

____

Other:__________________________

____

____

RULES FOR GROUP LEADERS

1. Ask open-ended question. Open-ended questions are those that cannot be answered yes or no. Some examples are: "What do you think about this?" or "How do you feel about that?". These questions encourage and allow people to express their opinions and feelings.

2. Wait for a response. Do not be afraid of silence. Let the participants take the initiative.

3. Let everyone participate. Direct questions to those holding back. If someone tries to monopolize the conversation, be polite but let them know there are others in the group who have comments to share.

4. Stay on the subject. Do not let the conversation stray to unrelated subjects. Do not get stuck on a small point. Keep moving!

5. Give recognition. If you are impressed with a comment or thought, say so. Reinforce individual input. Never criticize!

6. Do not dominate the conversation. You are there to facilitate discussion. Encourage everyone to talk.

7. Find key points and summarize the opinions of the group periodically.

8. Remember that a good listener listens for ideas first and details second. Listen for the real meaning behind the words.

DEVELOPING GROUP ACTIVITIES

1. Determine the goals of the workshop. These goals are broad areas and could include such topics as: developing problem-solving skills or learning coping skills.

2. Identify specific objectives. These objectives are the information you want participants to learn about the topic. Learning to identify stressful events or learning how to help your child study are examples of objectives.

3. Choose a strategy for each of your objectives. For example, a problem-solving activity might involve group discussion, brainstorming or role play. Strategies for teaching parenting skills might include demonstrations or films.

4. When developing any activity, it is helpful to put it down on paper. Sometimes when we start to put an idea into action, we become aware of the problems with it. If we take the time to put the idea into writing, we can make sure it has been well-planned.

5. Develop a format for your activities. If you decide to use a group discussion, jot down questions to focus the group's attention. If you use a role play activity, develop the situations beforehand. It is very easy to stray from the topic. To avoid this, have an outline to guide you. Provide various handouts to help guide the participants.

6. Always follow the activity with a review of the results. Tie these results to your workshop goals.

GROUP ICE BREAKER ACTIVITIES

"Getting Acquainted"

Form small groups of three or four members. Watch the clock and be prepared to call "time" at certain intervals.

1. Participants take three minutes each to introduce themselves and tell as much about their interests, habits, likes, dislikes, etc. as they are comfortable doing.
2. The group should allow three minutes for each participant to tell that person what they heard him or her say and what they infer from this. Repeat this process for each group member.

"Catalogue Game"

With the group in a large circle, the facilitator says to the group "Right here in front of us is an imaginary store catalogue. If I could have anything I wanted from it I would choose______________________________

____

because____."

The next person repeats what was said and then completes the sentence himself/herself. Participants may choose more than one item but should limit it to three.

"Magic Button"

Form small groups of three or four to answer the following questions.

If you could push a magic button:

1. Where would you go?
2. What would you be doing?
3. What would you change in your life?

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SECTION 10

LECTURE NOTES

INVOLVEMENT IN SCHOOL ACTIVITIES

1. State the problems identified in the **Introduction** on page 159 in the manual.

    a. Alienation from school activities is a common pattern among at-risk youth.

    b. The at-risk student may want to participate, but factors outside of his/her control create barriers to involvement. Barriers such as cost, social alienation, after school jobs, uninteresting and limited options and faculty sponsors who lack enthusiasm prevent participation.

2. Make reference to the **Quotes** found on page 160 in the manual.

3. Key concepts found in the **Narrative** (pages 161-162) include:

    a. Participation in school activities is an important part of students' identification with the school and also their self-concept. Use **TRANSPARENCY 10.1** (page 169) to discuss some of the benefits of participation in school activities.

    b. Developing school activities involves the identification of student interests and needs. Use **TRANSPARENCY 10.2** (page 163) to discuss guidelines for the development of school activities. A Student Participation Evaluation (page 166) and a Student Questionnaire (pages 167-168) may be used to assist educators in gathering data about student needs and interests.

    c. Use **TRANSPARENCY 10.3** (pages 161-162) to discuss reasons students participate in school activities.

    d. Use **TRANSPARENCY 10.4** (page 165) to discuss ways to involve students in school activities. Refer to page 164 for suggestions for teachers to use in the classroom.

    e. Pages 170-172 lists: life skills activities, recreational activities, and physical activities.

INVOLVEMENT IN SCHOOL ACTIVITIES

INTRODUCTION

Most at-risk students do not participate in school activities. In fact, alienation from school activities is a common pattern with these students. This is even more pronounced at the junior high and high school levels and at larger schools where cliques are more likely to form.

The problem is involving students who just do not seem to want to be involved. Because school activities are not "required" students cannot be forced to participate. Unfortunately, the at-risk student may want to participate, but factors outside his/her control prevent involvement. Cost, social alienation, after school jobs, uninteresting and limited options and faculty sponsors who lack enthusiasm are all barriers to participation.

"The social stigma of not having or not belonging must somehow be removed to guarantee certain equalities in education."
(Evans & Wagner, 1971)

"Participation may be most important for those who can least afford it."
(Evans & Wagner, 1971)

"Include students in as many activities as possible, as it is likely that school may be the main source of social as well as academic opportunities." (Bey, 1986)

INVOLVEMENT IN SCHOOL ACTIVITIES

Alienation from school activities is a major identifying characteristic of at-risk youth. Participation in school activities is an important part of students' identification with the school and also their self-concept. Encouraging students to become involved in school activities can help them feel that they "belong" and that they are a "part of" school life.

Developing a link between individuals and the activities offered must be the focus of encouraging student involvement. These questions should be considered: 1) Which STUDENTS are not participating in school activities? and, 2) What NEEDS or INTERESTS can we address to help this student become involved ? Creative thinking and planning is essential to accommodate all students.

School activities are designed to supplement the formal curriculum. They can teach and reinforce appropriate social behavior and provide for individual interests and needs. Students participate in school activities for various reasons including the following:

1. Fun, personal enjoyment
2. Personal achievement
3. Personal interests and needs
4. Personal and social contacts
5. Popularity and social status

6. Development of leadership skills
7. Experiences not available in formal curriculum
8. Participation of friends
9. Recognition of talents

Activities can range from recreation to life planning activities and are as varied as the students they serve. All offer additional learning opportunities. This section focuses on three areas of school activities. These areas include recreational, physical, and life planning.

Any school activity can be termed recreational if it is done "freely" in one's "spare" time. The goal is to have fun and get involved.

Because physical fitness has become popular in recent years, any health or fitness oriented activity or program is likely to have a positive response from students (and faculty). Students at the junior high and high school levels are especially conscious of their appearance and generally see this as an important issue. Because of the high costs of joining a health club, a program offered by the school may be an attractive alternative. It is important here to keep in mind the direct connection between physical health and emotional well-being.

Life planning activities are also discussed here as an option in planning school activities. These can be informative (career days or guest speakers from the community) as well as enjoyable (field trips or simulations and games).

GUIDELINES FOR DEVELOPING SCHOOL ACTIVITIES

1. The school board should establish policies for student activities to limit direct and related costs of all programs.

2. Required or expected expenditures such as yearbooks, field trips, or letters should be carefully controlled.

3. Each proposed activity should include a statement of purpose, objectives, costs, and needs. These should be examined carefully.

4. An activities council or board should be established to provide screening and to review all proposed activities.

5. School resources such as materials, facilities, and supervisors should be made available.

6. Students should be surveyed to identify problem areas. Study levels of participation and effectiveness of each program.

7. A student activities director should be appointed to coordinate and evaluate the total program.

(Adapted from: Evans, 1971)

SUGGESTIONS FOR TEACHERS TO USE IN THE CLASSROOM

1. Take class as a group to school assemblies.

2. Take time in the classroom (in home room or study hall for junior high and high school students) to hold a class discussion about school activities. Get student input!

3. Offer extra credit for participation in class-related school activities.

4. Administer a questionnaire. Include open-ended questions, which will solicit suggestions from students.

5. Provide encouragement and recognition for participation.

6. Create, as a class, a bulletin board about school activities.

7. Form a "mini" school council, and emphasize the importance of individual involvement in the group. Elect a new council periodically to make sure everyone is involved.

8. Use small groups or a buddy system to involve students. For example, there may be students in your class who would enjoy a creative activity. They might enjoy doing a bulletin board for the school, or decorating the building for a "parents night".

SUGGESTIONS FOR STUDENT INVOLVEMENT

1. Have a suggestion box available for those students who do not feel comfortable speaking up.
2. Identify and recruit some of the more active students and solicit their help in getting others involved. This approach will involve meetings with those students to exchange ideas and offer guidance.
3. Advertise activities! Students may not be aware of what is offered.
4. Involve shy students in "behind the scene" activities such as making posters, bulletin boards, or decorating the building for school activities.
5. Offer encouragement and recognition for participation.
6. Brainstorm ways to cut costs of activities or provide supplemental funding.
7. Schedule time during the school day for activities when possible.
8. Hold a school-wide contest to solicit student ideas.
9. Brainstorm ideas for activities. Take a student vote. Ensure that all students have the opportunity to vote.
10. Seek opportunities to involve the community.
11. Provide opportunities for a variety of students to assume leadership roles.
12. Form student boards for program planning.
13. Develop opportunities which take into consideration different skill levels and different levels of involvement.

STUDENT PARTICIPATION EVALUATION

Student Name____

Teacher Name____

1. How would you describe this student's interactions with other students?

____

____

____

2. When you see this student outside of the classroom, is he/she usually alone or with others? ______________________________

3. How would you describe this student's friends? ______________________________

____

4. Is this student involved in any school activities that you know of?

___ Yes ___ No ___ Do not know

If yes, what activities? ______________________________

____

____

If no, why? ______________________________

____

____

5. What school activities might benefit this student?

____

____

STUDENT QUESTIONNAIRE

The purpose of this questionnaire is to aid us in planning school activities.

1. Are there existing activities in which you participate?

____YES ___NO

2. If yes, what are they?

____

____

3. What activities would you like to see offered?

____

____

4. If interesting activities were offered, would you be willing to participate?

____YES ___NO

5. Why do you not participate?

____ It costs too much.
____ I work
____ I do not have transportation.
____ They are scheduled after school.
____ There are too many cliques.
____ Other (please list any reasons not listed here)

____

____

6. Name some teachers you think would be good sponsors.

7. How do you spend your free time?

8. What do you think should be changed about the school activities offered?

BENEFITS OF SCHOOL ACTIVITIES

School activities are beneficial in that they:

1. Release tension.
2. Offer a break from structure.
3. Provide rules which are generally set down and enforced by peers.
4. Provide an opportunity to improve coping skills and ability to deal with frustration.
5. Provide a setting for developing relationships.
6. Offer the opportunity to improve communication skills.
7. Teach decision making skills.
8. Encourage students to test their limits.
9. Provide a setting to learn problem solving skills.
10. Help students feel they "belong".

SUGGESTIONS FOR LIFE-SKILLS ACTIVITIES

1. Career workshops
2. Career exploration/awareness activities
3. Career preparation
4. Job shadowing
5. Mock interviews
6. Career days
7. Speakers (professionals)
8. Simulations and games
9. Operation of a school-based business
10. Design, production, and marketing of a service or product
11. Creation of a student personnel office
12. Creation of a student food service (offer alternative lunches)
13. Creation of a student consumer service

SUGGESTIONS FOR RECREATIONAL ACTIVITIES

1. Talent shows
2. Arts and crafts exhibits
3. School and community projects
4. Contests and raffles
5. School stores
6. Anti-litter campaigns
7. Assistance to community projects
8. Local volunteer work
9. Entertainment for local hospitals or nursing homes
10. Day care for younger students, children

SUGGESTIONS FOR PHYSICAL ACTIVITIES

1. Aerobics or jazzercise classes
2. Weight lifting or body building
3. Walk-a-thons
4. Karate, aikido or other martial arts
5. Marathons, races
6. Weight loss workshops
7. Competitive events
8. Relaxation techniques
9. Student coaches

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SECTION 11

LECTURE NOTES

STUDY SKILLS

1. State problems found in **Introduction** page 175 in the manual.
    a. Students often lack study and organizational skills.
    b. Study and organizational skills must be taught.
    c. Different subjects require different study techniques.
2. Make reference to the **Quotes** found on page 176 in the manual.
3. Key Concepts found in the **Narrative** (pages 177-178) include:
    a. Teachers need to help students develop a management plan, organizational skills, and notetaking abilities.
    b. The teacher's careful selection of appropriate assignments and provision of advance organizers can be helpful to the student.
    c. Students need to have written schedules, study suggestions, test information and test-taking tips.
4. Refer to **Student Schedule** page 179 in manual. Emphasize here that the teacher may need to help the student schedule time for study. If the student's schedule does not permit study time outside of the classroom, the teacher may need to provide time for the student to study in class.
5. Use **Transparency 11.1** to illustrate another aid to developing organizational skills. Keeping a **Homework Log** is necessary so that the student will be able to keep track of daily assignments.

5. Use **Transparency 11.2** ("Organization Skills" page 180) emphasizing the techniques for helping the student develop necessary organizational skills in the classroom.
6. Use **Transparency 11.3** ("Helping Students Study" page 181) emphasizing the need to:
    a. Motivate and prepare the student for studying.
    b. Help the student evaluate and apply what has been learned.

7. Use **Transparency 11.4** ("Student Study Suggestions"page 182) in manual suggesting that this sheet be duplicated and given to the student as an aid for developing study skills.

8. Refer to **Test Information** found on page 183 in the manual emphasizing again the need for written information which helps the student manage his/her studying. This sheet contains all of the important particulars about a test.

9. Refer to **Tips for Taking Tests** found on page 184 in the manual suggesting that this sheet be duplicated and given to the students when they are actually taking the test.

10. Use **Transparency 11.5** to define and explain **Advance Organizers and Study Guides.** This is additional information. Give participants time to take notes.

11. Use **Transparency 11.6** as an **Example of a Study Guide**. This is additional information. Give participants time to take notes.

STUDY SKILLS

INTRODUCTION

It is not uncommon for the at-risk student to lack reading and independent study skills. In fact, these students may have progressed through the educational system without ever learning how to study and how to develop good study procedures. Knowing how to study is not an automatic skill. Many teachers fail to realize that study skills must be taught directly and practiced in the classroom in order for these skills to become a part of the student's behavior. Because different subjects require different study techniques, every teacher must accept the responsibility of helping the student develop the techniques appropriate to his/her individual course content.

"To insure the mastery of study skills (and content-area objectives), teachers must know their students, their needs, drives, interests, personal goals, aspirations, unconscious motives, attitudes, values, anxieties, and potentialities." (Devine, 1987)

"Teachers who make their students believe that "You can do it!" and/or "The sky's the limit!" still remain the foundation of a successful study skills program." (Devine, 1987)

STUDY SKILLS

Time management for every adolescent, especially the at-risk youth, is critical. There are many activities that the average student must plan for every day. For those students who have responsibilities after school, making the best use of their time is important to becoming a more efficient student. The teacher is encouraged to help the student adequately prepare for scheduling, reading, outlining, notetaking, and completing classroom assignment.

Assuring that the student is adequately prepared for learning demands a great deal of the teacher's time. It is important that the at-risk student be guided in developing basic skills for information gathering and organization skills. After setting a goal for each lesson, deciding what information the student needs to know, and listing the principle ideas and concepts to be covered, the teacher is able to contribute to the student's management plan.

The first step in developing organization skills includes an individual study plan or daily schedule. The teacher may be surprised to learn that in the student's twenty-four hour schedule there is little time that can be devoted strictly to studying. The at-risk student frequently contributes to the family's income and he/she may have one or more jobs after school. In addition to working, the student may have the responsibility of caring for his/her own child or younger family members. Motivating the student to designate a specific time and place to study encourages him/her to accept more responsibility for learning. Maintaining graphs, charts, tables, or calendars of daily or weekly activities in a folder helps the student keep track and prioritize school assignments.

Developing the ability to take adequate notes is an important consideration in study skills management. The teacher can help the student learn to pick out main ideas and subtopics by first providing incomplete outlines followed by outlines that are developed by the student. By following an outline when leading class discussions, the teacher is able to provide additional assistance to the student who needs to improve notetaking skills.

The teacher will also need to help students develop the ability to take tests. Stressing the importance of preparing for the test by reviewing, re-reading, relaxing and resting may help reduce anxiety . Reading aloud the directions for each section of the test limits confusion and misinterpretation. Circling key words in the directions (list, compare, etc.) is additional help the teacher can provide for the student. There are also steps for the student to follow when actually taking a test.

When making assignments, the teacher will want to remember to make the assignments worthwhile and reasonable in length and difficulty. Making only those assignments which are essential, that make good use of methods and materials, and that are based on background material provided by the teacher aid the students in completing the tasks. In addition, each assignment should have a specific purpose.

Advance organizers such as study guides, diagrams, models, graphs, illustrations or learning packets can stimulate thinking, give students details about what to study, and pull together information and ideas.

STUDENT SCHEDULE

TIME	M	T	W	TH	F
3:00-4:00					
4:00-5:00					
5:00-6:00					
6:00-7:00					
7:00-8:00					
8:00-9:00					
9:00 - 10:00					
10:00 - 11:00					
11:00 - 12:00					

ORGANIZATIONAL SKILLS

I. Notebooks
   - a. Encourage students to keep a separate notebook for each class.
   - b. Color code notebooks with textbooks or other class materials.
   - c. Match numbers or letters on notebooks or other class materials.

II. Folders
   - a. Provide the student with a separate folder for each class.
   - b. Include a daily schedule for the student to follow.
   - c. Keep a list of specific activities and assignments to be completed each day.
   - d. Include a timeline for longer assignments.
   - e. Keep charts or graphs to record scores of each activity to insure that evaluation is frequent and students have tangible evidence of their progress.

III. Work Space
   - a. Designate a specific area in which to work.
   - b. Keep all class materials together in this space.
   - c. Clear work area of all unnecessary materials .
   - d. Clear work area of all unneeded supplies.

HELPING STUDENTS STUDY

1. Motivate the student by:
   a. Relating new knowledge to previous knowledge.
   b. Relating new knowledge to real life situations or experiences outside of the school.
   c. Explaining why the new information is important.
   d. Pointing out something interesting that can be found in the new material.
   e. Discussing what the students can expect to learn.
2. Define and explain new vocabulary.
3. Discuss pictures, headings, illustrations, etc.
4. Ask the students what they would like to know about the new materials.
5. Give clear directions on what is to be done and how it is to be done.
6. Allow students to read aloud the new material in pairs or small groups.
7. Follow up assignment and evaluate what the students have read by having a discussion to clarify ideas, principles, and information.
8. Help students apply what they have read to answer questions or begin problem-solving.
9. Provide advance organizers.

STUDENT STUDY SUGGESTIONS

1. Schedule a specific time for studying.
2. Identify a quiet place for studying.
3. Collect all of the materials you will need for the assignment (ruler, pencil, pen, paper, worksheet, book, dictionary).
4. Study your hardest subjects first.
5. Plan to study as soon after class as possible.
6. Plan a short, daily review of each subject.
7. Divide your study into small parts. Do not try to study the entire assignment at one time.
8. Make sure you understand the assignment.
9. Take small breaks during the study period.
10. Develop a system for memorizing.
11. If there are words you do not know, look up their meaning.
12. Be sure to read all titles, headings, notes in the margins, charts, graphs, and illustrations.
13. Use the Table of Contents and the Index.
14. Check to see if you have completed all of the assignment.
15. Put your name on each paper.
16. Re-read your paper and look for mistakes.
17. Keep your paper in a safe place so that you will have it ready to turn in.
18. Use your schedule.
19. Revise your schedule when you need to.

TEST INFORMATION

1. Class: ______________________________
2. Subject: ______________________________
3. Date: ______________________________
4. Time: ______________________________
5. Room: ______________________________
6. Teacher: ______________________________

7. Material to be covered on the test:
   a. Book: ______________________________
   b. Chapter: ______________________________
   c. Pages: ______________________________
   d. Notes beginning____________ending_____________
   e. Worksheets: ______________________________

8. Type of test:
   a. Daily_____
   b. Unit______
   c. Six week______
   d. Final exam______

9. Number of questions on the test:______

10. Types of questions:
    a. True/False_____
    b. Multiple choice______
    c. Matching______
    d. Listing______
    e. Fill in the blank______
    f. Essay______
    g. Yes/No______
    h. Other__________

TIPS FOR TAKING TESTS

1. Come to class with a good attitude.
2. Be in class on time.
3. Bring materials needed for the test.
4. Write your name on the test.
5. Read through the entire test before you begin.
6. During the test, take time to breathe deeply and relax.
7. Answer the easiest questions first.
8. Put an "X" beside each question you skip.
9. After answering the easiest questions, go back through the test and answer the other questions.
10. Proofread your paper to make sure you have answered all the questions and corrected your mistakes.

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SECTION 12

LECTURE NOTES

POSITIVE SELF-CONCEPT DEVELOPMENT

1. State the problems identified in the **Introduction**, page 187 of the manual.
    a. There are factors relating to student self-perceptions that are outside of the teacher's control and that cannot be changed.
    b. Many students have difficulty adjusting to the numerous changes that occur in adolescence.
    c. The student's self-concept can be altered by those who deal with the adolescent in an educational setting.
2. Make reference to the **Quotes** found on page 188 of the manual.
3. Key concepts found in the **Narrative** (pages 189-192) include:
    a. Students with high self-esteem have a more positive approach to learning than those students who possess a low self-esteem.
    b. Educators may be called upon to help students develop a more positive self-concept.
    c. Peer influence is critical to the development of an adolescent's self-concept.
    d. The teacher's own self-concept, attitudes, and the classroom learning atmosphere he/she creates are also very influential in the self-concept development of their students.
    e. Students are sensitive to the teacher's feelings toward them.
4. Ask participants to give a definition of self-concept (used synonymously with self-esteem). Arrive at a general definition which closely resembles the following one (Elkins, 1979): "Self-Concept is composed of all the beliefs and attitudes you have about yourself."
    a. After asking participants what having a positive or high self-concept means, ask the same question about a negative self-concept.
    b. After asking participants how they consider a student with a positive self-concept would behave, use **Transparency 12.1** to initiate a discussion about the Behavioral Indicators of a Positive Self-Concept. This is additional information. Give participants time to copy this information in their notebooks.
    c. After asking participants how they consider a student with a negative self-concept would behave, use **Transparency 12.2** to initiate a discussion about the Behavioral Indicators of a Negative Self-Concept. This is additional information. Give participants time to copy this information in their notebooks.

5. Ask the participants who and what affects the development of a self-concept. They may mention parents, peers, experiences, etc.

6. Refer to **Quote #2 and #3** on page 188 in the manual. Both of these quotes relate to the belief that teachers also have an influence (either positively or negatively) on the self-concept development of their students.

7. Emphasize at this point that the remaining discussion will concentrate on how the teacher's own self-concept, personal attitudes and the classroom atmosphere he/she creates may influence student self-concept development.

8. Use **Transparency 12.3** which includes statements from research about how the teacher's own self-concept influences student self-concepts.

9. Use **Transparency 12.4** to support the belief that the teacher's attitude is a contributing factor in student self-concept development to initiate a discussion.

   a. Use **Transparency 12.5** to read aloud the short "fable" to the participants. Conclude by relating that this is a good example of a "Self-Fulfilling Prophecy." Elicit responses to what this means. They should be able to arrive at a general definition similar to the following (Biehler/Snowman, 1986): "A prophecy about a person fulfills itself because the person believes it to be true."

   b. Use **Transparency 12.6** to discuss the relationship between self-fulfilling prophecy, teacher attitude, and student self-concept.

10. Use **Transparency 12.7** to discuss the qualities in a classroom atmosphere that promote positive self-concept development.

11. Conclude by using **Transparency 12.8** to answer the question "Why should an educator be concerned about a student's self-concept?"

12. Use **Transparency 12.9** ("Student Progress Chart" page 196) to illustrate how they can help students can feel good about what they are doing if they keep a weekly chart of grades. You might plot a line graph on the chart using the grades 70, 75, and 80.

13. Use **Transparency 12.10** to discuss Charts. This is additional information. Allow participants time to copy information in their notes.

14. Refer to the **Teacher Self-Concept Evaluation** (page 193-195) as an instrument for reviewing how well they think they are helping their students to develop positive self-concepts. If time permits, you may pause and let them fill out the evaluation now.

POSITIVE SELF - CONCEPT DEVELOPMENT

INTRODUCTION

When adolescents enter the classroom, they bring with them perceptions of themselves that are the result of an interaction of numerous past experiences. The adolescent's socioeconomic status, family structure, parental attitudes toward education, ethnicity, religion, and native language are factors that have influenced the his/her self-concept. The adolescent is struggling through the developmental process of establishing a personal identity during a period of constant change and confusion. Many adolescents pass through this period of change and confusion without any difficulty. Others, however, may have a difficult time adjusting to the various social and physiological changes that occur. While there are some things that cannot be changed, the adolescent's self-concept can be altered positively or negatively by the educational structure and, more specifically, by the significant others encountered in the classroom.

"No doubt teachers are nearly as important as parents to the growing self all through school, and they are particularly significant persons in regard to the child's self-concept as a student." (Elkins, 1979)

"...teachers who scored high in self-esteem tended to have groups of pupils who scored high as well." (Elkins, 1979)

"It would seem that if we want to develop children with high self-esteem, we should first of all provide them with teachers who have high self-esteem" (Elkins, 1979)

If a student "...is provided with failure after failure, we can expect that sooner or later, he will come to believe that he is a failure and will act like one." (Elkins, 1979)

"Teachers who show students that they confidently expect them to do well raise their aspiration levels and self-esteem." (Clark & Starr, 1986)

"...feelings of high self-esteem lead to successful academic performance." (Clark & Starr, 1986)

"Positive approaches build positive student attitudes and self-esteem." (Clark & Starr, 1986)

POSITIVE SELF-CONCEPT DEVELOPMENT

Students who enter a classroom with high self-esteem are likely to approach the learning situation with eagerness and confidence. Characteristically, they are able to risk rejection, disapproval, errors, and even judgment without significant damage to their personal image and still excel in school. Learning is approached with reluctance, however, by the students with low self-esteem. These students feel inadequate and have little confidence in their ideas. Students who feel unworthy and have experienced repeated failure eventually give up trying altogether. Indeed, some students may say they cannot do a task even before they try. These students feel they have no control over their lives and perceive themselves as insignificant and unacceptable. As a result of their anger and frustration, they may become withdrawn and isolated or may become aggressive, hostile, and disruptive. For the student who possesses a poor self-image, a lack of confidence and positive self-regard contribute to heightened anxiety, defeat and apathy. Unable to successfully deal with the school environment, a student then drops out in an effort to protect his/her feelings of self-worth and integrity. Thus, while an effective drop-out intervention strategy should include academic remediation, the social and emotional needs of the student should also be considered. Helping the at-risk youth to develop a sense of personal worth and dignity may strengthen his/her determination to stay in school.

The adolescent's struggle to establish a personal identity is a strong motivating force in his/her life. Concerned with how others react to them, adolescents turns to others who play significant parts in their lives. Most youth look to peers for group affiliation and acceptance. This acceptance is critical to the development of the adolescent's self-concept. A student with high self-esteem has a greater chance of being included in a leading crowd because he/she has little difficulty with forming friendships. The individual with low self-esteem, however, finds it difficult to interact with others and is sensitive to the negative reaction he/she receives. This individual, if rejected, may become socially isolated and withdrawn.

Not only does the adolescent look for acceptance from peers, he/she looks to the teacher for praise, recognition, and positive reinforcement. Teachers are very influential in their students' self-concept development and their function as learners. They may be called upon to help students acquire greater confidence and self-esteem. Before teachers can help their students develop positive self-concepts, however, they must feel good about themselves. A teacher's attitude toward himself/herself contributes to his/her effectiveness. More effective teachers possess a great deal of self-understanding, have confidence in their abilities and skills, and are accepting of their own strengths and weaknesses. Those teachers who view themselves with respect, liking, and acceptance are better able to build positive and realistic self-concepts in their students. Because students are very sensitive to their teacher's response, teachers must evaluate their attitudes, feelings, and behaviors toward their students.

The teacher's attitude toward self and others also influences how well the students function as learners. Those learners who possess a high self-concept tend to excel in school. In contrast, those learners who have a perception of themselves as lacking talent, power, and capability have poorer performance records. As a result, when academic achievement declines estimates of self-concept decline. In addition, there is a relationship between the level of self-concept and the level of academic achievement. The lower the level of self-concept, the lower the level of achievement.

Realizing that the teacher's attitude is so influential to student self-concept development, it is important that teachers be aware of and try to eliminate and/or change personal negative attitudes, feelings, and actions toward their students. Teachers often carry thoughts and words into actions in their classrooms. Students read these actions and often adopt them.

An attitude that is calm, accepting, supportive, and facilitative significantly affects the degree of a student's self-concept. By accepting the uniqueness of each student and maintaining the expectation that the student can accomplish, can learn, and is competent, student self-concept is enhanced and academic achievement improved. Unfortunately, many teachers are not aware of their attitudes. Students are aware, however, and may assume their teacher's thoughts as their own.

Students are very affected by their perceptions of the teacher's feelings toward them. If the student perceives that the teacher's feelings about him/her are positive, the academic achievement is better and classroom behavior is more desirable. Also, how the student performs academically relates positively to the teacher's academic expectations of him by the teacher.

Not only is the student's self-concept influenced by the attitude conveyed by the teacher, he/she is affected by the classroom atmosphere created by the teacher. An atmosphere of challenge, freedom, respect, warmth, control and success is conducive to developing favorable self-concepts in students. Helping the student to set challenging, but realistic and attainable goals that are personally relevant has a beneficial effect on the student. Freedom to make meaningful decisions and choices will encourage the student to build faith in his/her own judgments and thoughts and become more self-directed in assuming responsibility for his/her own learning. If a teacher is able to genuinely value and respect his/her students and to treat each student with respect without embarrassing and humiliating him/her, students are likely to value and respect themselves. By providing a warm, considerate, courteous, understanding, friendly, and tolerant learning situation students are able to generate feelings of self-worth and feel that they actually belong in the classroom. When a teacher appears organized, strives for consistency and is polite, consistent control of the classroom will more likely be maintained. Establishing an atmosphere of success rather than failure is perhaps the most important provision that can be made by the teacher.

TEACHER SELF - CONCEPT EVALUATION

Yes	No		
_____	_____	1.	Are my students encouraged to try something new and join in new activities?
_____	_____	2.	Are my students allowed to participate in planning and making the rules they follow?
_____	_____	3.	Are my students allowed to challenge my opinions?
_____	_____	4.	Is my teaching exciting and interesting?
_____	_____	5.	Do I overemphasize my students' mistakes and failures?
_____	_____	6.	Is unfair and ruthless competition avoided in my classroom?
_____	_____	7.	Am I able to learn and use, often, the name of each student in my class?
_____	_____	8.	Am I able to share my feelings with my students?

_____ _____ 9. Am I courteous to my students?

_____ _____ 10. Am I able to arrange some time to talk alone with each of my students?

_____ _____ 11. Am I able to give attention to each student?

_____ _____ 12. Do I appear interested in those things that are important to my students?

_____ _____ 13. Are my students aware that I miss them when they are absent and that I am glad when they return?

_____ _____ 14. Am I able to put disciplinary problems in perspective?

_____ _____ 15. Are there "winners" and "losers" in my classroom?

_____ _____ 16. Am I and my students aware of what is and is not acceptable in my class?

_____ _____ 17. Are my students able to be active and natural?

_____ _____ 18. Am I thoroughly prepared for class each day?

_____ _____ 19. Can I make it through the day without punishing my students?

_____ _____ 20. Are my students permitted to make mistakes without being criticized?

_____ _____ 21. Do I remember to make positive comments on my students' written work?

_____ _____ 22. Can I give extra support and encouragement to my slower students?

_____ _____ 23. Are even the small successes of my students recognized?

_____ _____ 24. Do I take advantage of opportunities to praise my students?

_____ _____ 25. Are my students able to experience frequent success?

_____ _____ 26. Am I able to select tasks which are within the ability level of each student?

(Adapted from: Elkins, 1979)

STUDENT PROGRESS CHART

NAME ____

CLASS ____

WEEK OF ____

Percent	M	T	W	Th	F
100					
90					
80					
70					
60					
50					
40					
30					
20					
10					
0					

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SECTION 13

LECTURE NOTES

MOTIVATION

1. State the problems identified in the **Introduction** page 199 of the manual.

    a. Many factors contribute to the adolescent's desire to achieve.

    b. Lack of motivation may be attributed to repeated academic failure.

    c. To protect himself/herself from future failure, the student may simply refuse to try at all.

2. Make reference to the **Quotes** found on page 200 of the manual.

3. Key concepts found in the **Narrative** (page 201) include:

    a. The failure cycle in which the adolescent finds himself/herself contributes to lack of self-confidence, persistence, and total discouragement.

    b. The teacher may need to foster the development of intrinsic as well as extrinsic motivation.

4. Use **Transparency 13.1** to introduce the Six Factors that Influence Student Motivation. The rest of this section pertains to how the teacher may approach these factors to encourage motivation.

5. Refer to the list of **Classroom Activities** (page 202) to begin a discussion about those characteristics of classroom activities that encourage student participation.

    a. Emphasize here #5 which indicates that students should have some opportunity to select activities from a list of choices. This helps the student take more responsibility for his/her learning and feel that he/she has some internal locus of control.

    b. Emphasize #8 which indicates that students may be more motivated when they are shown that academics also have a practical use.

    c. PLACE SPECIAL EMPHASIS ON #10 ("Success Oriented") on the same page (204). Use **Transparency 13.2** to discuss the importance of success experiences in the lives of at-risk you

    d. Use **Transparency 13.3** to discuss how the teacher can assure that each student experiences success.

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6. Refer to the **Method of Presentation** found on page 202. Emphasize here that motivation depends not only on the activities which are selected but also on how these activities are presented to the student. This list is important and could be read aloud. Concentrate on the need to arouse interest and curiosity in the task that is to be done.

7. Refer to **Testing and Evaluation** found on page 203. Emphasize #2 which relates to feedback and progress information. It is important that the student receives the results of his/her effort. Feedback should be frequent and positive.

8. Refer to **Positive Classroom Atmosphere** found on page 203. Emphasize here the need to provide a safe learning atmosphere. Teachers need to be aware of the physiological needs of their students (hunger, light, sound, health, etc).

9. Refer to the qualities of an effective **Teacher** found on the same page (203). Emphasize here #8 relating to nonverbal communication. Use **Transparency 13.4** to discuss positive and negative nonverbal communication.

10. Refer to the list of **Active Response Activities** on page 204. Emphasize here that these students respond to activities that require "doing" and that the fastest way to lose an at-risk student is to rely solely on the lecture method and written responses.

11. Refer to the **Reward** motivation strategy discussed on pages 205-206 emphasizing that tangible or intangible rewards may be an effective motivational technique. Use **Transparency 13.5** to discuss the four basic classroom reward structures.

    a. Draw attention to the two types of rewards (competitive and cooperative). Elicit responses about which kind of reward would be more appropriate for the at-risk student. Hopefully, they will realize that competitive rewards are more appropriate for the student who already possesses the capability to compete. The at-risk youth, then, needs more cooperative rewards and self-competition rather than individual competition.

    b. Use **Transparency 13.6** to discuss the advantage of cooperative rewards.

    c. Refer to the suggestions about developing an effective reward system that is listed on page 206. Emphasize #1.

12. Refer to the **Contracting** motivation strategy found on page 207 and discuss suggestions to follow when developing a reward system.

    a. Emphasize here that the first contract should not be too demanding so that the student is sure to earn the reward. After the first reward is earned, a series of short contracts leading to additional rewards is suggested.

    b. Refer to the sample **Contract** found on page 208 to initiate discussion.

13. Use **Transparency 13.7** to discuss the use of Praise as one of the most effective motivational and self-concept development techniques. Emphasize here that to be effective the use of praise must follow certain conditions.

MOTIVATION

INTRODUCTION

Many factors contribute to the adolescent's achievement orientation. The student's culture, family experiences, peer influences, teachers, and school are very influential in shaping his/her approach to learning and school work. When these factors are combined with the frustration of limited academic success experiences, individual motivation remains low or is virtually non-existent. Rather than risk continued failure, the at-risk adolescent often chooses not to participate at all. To the teacher, this student appears "unmotivated" and incapable of learning. However, the student is motivated but not in the manner we would like him/her to be.

"The adolescent's achievement motivation can be increased if his/her hopes for success are encouraged." (Santrock, 1987)

"Schools likely to be successful at motivating adolescents are those that take seriously individual differences in physical, cognitive, and social development, and reveal a deep concern for what is known about adolescent development. Also, in effective schools that are able to motivate students there often is a strong sense of caring and commitment on the part of the administrators and teachers - principals and teachers willing to spend long hours beyond the beginning and end of class hours coming up with ingenious ways to make school both an enjoyable and challenging learning experience." (Santrock, 1987)

"To motivate students to keep trying, show them that academics also have a practical use. Help them see academic tools as means to an end rather than ends in themselves." (Santrock, 1987)

"The teacher's classroom performance either promotes or hinders student motivation." (Bey, 1986)

"Students who believe that they cannot learn are less likely to learn. Students who believe they can succeed in school are likely to achieve." (Devine, 1987)

"Teachers who have worked successfully with 'nonsucceeders' try to help them break out of the failure cycle by sequencing into the school program many small successes." (Devine, 1987)

MOTIVATION

Students who have difficulty learning often have motivational problems with schoolwork. Those students who feel they have little control over their learning may put forth little, if any, effort. Having met with failure time after time, they will usually give up at the first sign of difficulty. In addition to lacking persistence, they lack confidence and are easily discouraged. They are also unable to maintain a high level of performance, and do not understand the relationship between effort and success. Motivating the student who is reluctant to actively participate is difficult. It may then become the responsibility of the teacher to provide motivation when needed.

Providing strategies that will develop intrinsic motivation may be more challenging than providing strategies that will develop extrinsic motivation. Intrinsic, or internal, motivation comes from within the student. That is, the student decides to participate on his/her own. The teacher can encourage intrinsic motivation by making activities enjoyable and interesting, and allowing students opportunity to choose activities according to their own interests. Providing for active response through hands-on participation, furnishing each student with immediate feedback, notes and comments, and relating new material to the knowledge the student already has also contributes to the development of intrinsic motivation.

If, however, the student is not intrinsically motivated, the teacher must include strategies for developing extrinsic, or external motivation. The most common forms of extrinsic motivation are rewards and contracts.

MOTIVATION SUGGESTIONS

To effectively motivate at-risk youth, the classroom activities, method of presentation, testing and evaluation procedure, classroom atmosphere, and the teacher must be considered.

Classroom Activities

1. Varied.
2. At an appropriate level of difficulty.
3. Challenging but achievable.
4. Related to real-life situations.
5. Chosen with the help of students.
6. Carefully selected.
7. Related to specific objectives.
8. Useful in everyday life.
9. Limited in competition.
10. Success oriented.

An effective Method of Presentation should include:

1. A good introduction in which curiosity or suspense is induced.
2. Unexpected or unusual elements.
3. A slower pace.
4. An explanation of why the student should value the new knowledge.
5. A description of what the student might find interesting, noteworthy, or important.
6. New terms or definitions.
7. Demonstrations.
8. Questions about what the student would like to know.
9. Changes in voice level.
10. Eye contact.
11. Gestures.
12. Monitoring by circulating around

A fair Testing and Evaluation Procedure should help by . . .

1. Showing the students where they made their mistakes.
2. Providing feedback and opportunities to assess progress.
3. Assuring students that failure was the result of lack of information and not lack of ability.

A Positive Classroom Atmosphere emphasizes. . .

1. Relaxation.
2. Freedom from criticism and embarrassment.
3. Organization.
4. Support.
5. Freedom from pressure and risk.
6. Freedom from distractions.
7. The task to be done rather than fear of failure.

The Teacher is most effective when he/she is . . .

1. Patient.
2. Encouraging.
3. Confident that the students can and will succeed.
4. Able to state desired attitudes.
5. Interested in learning him/herself.
6. Enthusiastic.
7. Respectful.
8. Aware of nonverbal communication techniques.
9. Able to provide frequent, positive feedback.
10. Self-disciplined.
11. Appreciative of effort and persistence.
12. Free of sarcasm and anger.
13. Fair and able to admit mistakes.

Successful Motivation Strategies include:

1. Rewards
2. Contracting

ACTIVE RESPONSE ACTIVITIES

1. Interviews
2. Skits
3. Short writing activities
4. Bulletin Boards
5. Debates
6. Paired discussions
7. Small group discussions
8. Committee work
9. Individual or group study
10. Oral reports
11. Newspaper articles
12. Field trips
13. Films
14. Filmstrips
15. Slides
16. Overhead and opaque projections
17. Exhibits
18. Collections
19. Roleplaying
20. Resource persons
21. Games
22. Demonstrations
23. Displays
24. Radio and TV Productions
25. Plays
26. Individual or group projects
27. Illustrations
28. Chalktalks
29. Panels
30. Files
31. Charts and graphs
32. Window displays
33. Letters
34. Reading aloud
35. Speeches
36. Notebooks
37. Scrapbooks
38. Photographs
39. Tapes, cassettes
40. Art
41. Flannel boards
42. Puzzles
43. Experiments
44. Simulations
45. Maps
46. Research projects
47. Models
48. Posters
49. Music
50. Journals
51. Individual/group projects

REWARDS

Many students are able to motivate themselves intrinsically by achieving satisfaction upon completion of a task. Other students, however, need additional incentives to accomplish their objectives. For these students, the teacher may need to plan a reward system that will help the student complete boring, routine or unpleasant tasks, and reinforce desirable behavior.

Tangible rewards include the following: tokens, stickers, certificates, posters, pencils, paperback books, comics, models, cookies and other prizes or trinkets the student can keep. Intangible rewards in the form of privileges or activities the student can earn for accomplishing stated objectives may also be offered. Games, library passes, listening to a record, a few minutes of free time, reading magazines or books, drawing, or working on a special project are all examples of self-selected activities that are available. Praise and attention from the teacher is a very successful intangible reward. Recognizing student accomplishments by displaying student projects or papers on bulletin boards is also effective.

When developing an effective reward system, the teacher needs to consider the following suggestions:

1. Avoid causing depression or resentment by assuring that all students have an equal chance of obtaining the reward.
2. Make sure the expectations are clear and specific.
3. Allow the individual student to select a reward that is meaningful and worthwhile to him/her.
4. Offer intangible rewards such as praise and recognition first.
5. Provide tangible rewards such as privileges or activities if intangible rewards are not effective.
6. Begin the system by offering rewards frequently.
7. Give the reward as soon as the task is accomplished.

CONTRACTING

A written agreement or contract between the teacher and student may help in motivating the student toward desirable academic and/or classroom behaviors by specifying the rewards to be earned upon completion of a task and the consequences when the task is not completed. The teacher reviews the contract with the student and, upon mutual agreement, both will sign the contract. The terms of the contract should be stated specifically and be fair to both the teacher and student. The contract itself lists the academic tasks to be accomplished, the behavioral expectations (amount and type of behavior required), and the amount or type of reward. The teacher then observes to see that the behavior occurs and the student is rewarded according to the contract conditions. The contract should be followed step-by-step and monitored carefully to assess progress. Contracts actively involve the student in the learning process and help him/her develop more responsibility for personal behavior. Contracts may also be written for an entire class or between the student and his/her parent.

CONTRACTS

Date beginning: ______________________________

Date ending: ______________________________

Tasks: I (student) ______________________ agree to do the following tasks:

1. ______________________________
2. ______________________________
3. ______________________________

Rewards: I (teacher) ______________________ agree to provide the following rewards or privileges when the above tasks are satisfactorily completed:

1. ______________________________
2. ______________________________
3. ______________________________

Conditions: The following conditions exist:

1. ______________________________
2. ______________________________
3. ______________________________

Signed ______________________________

Signed ______________________________

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SECTION 14

LECTURE NOTES

CLASSROOM MANAGEMENT

1. State the problems identified in the **Introduction** page 211 of the manual.

    a. Establishing and maintaining an effective learning environment can be challenging to the classroom teacher.

    b. Emphasize here that effective classroom management may be improved by using the information found in the previous training sections (such as alternate instructional strategies, motivation, study skills, modification of materials, etc.).

2. Make reference to the **Quotes** found on page 212 of the manual.

3. Key concepts found in the **Narrative** (pages 213-215) include:

    a. The teacher must assume responsibility for establishing an effective classroom management plan.

    b. There are certain teacher personality traits that are particularly effective to the teacher/manager.

    c. Teacher/student communication significantly influences classroom management.

    d. The teacher's ability to organize, establish rules, and provide for individual learners is important to the classroom management plan.

4. Refer to the suggestions for improving **Teacher-Student Communication** found on page 216 of the manual.

    a. Emphasize #1, #2, and #3 suggesting that the teacher not sit behind her desk while conducting class. Sitting close to the students (perhaps in a student desk) and walking around the room periodically will often deter behavior problems.

    b. Emphasize #6, #7, #8, and #12 which all relate to actively involving the student in problem-solving, scheduling, and decision-making.

5. Refer to the discussion of **Classroom Rules** found on page 217 of the manual. Emphasize here that rules should be:

    1. Established early
    2. Written
    3. Posted
    4. Limited (5 or less)
    5. Developed with student help.

6. Use **Transparency 14.1** to discuss **Classroom Management Suggestions** found on page 218. Emphasize #1, #3, #4, #7, #13, #15.

7. Use **Transparency 14.2** to discuss **The Teacher and Classroom Management.** Emphasize #1, #2, #3, #6, #7. Direct attention to #8 and the fact that research shows teachers do not wait as long for a response from a less capable student than for a response from a more capable student. Emphasize #2, #3, #6.

8. Use **Transparency 14.3** to discuss **Instructional Time** found on page 220 of the manual. Emphasize #2, #3, #6.

9. Use the same **Transparency 14.3** to discuss a **Discipline Plan**. Call attention to #1, #2, #4.

10. Use **Transparency 14.4** (page 221) to discuss the necessity of a **Routine**. Emphasize #1, #2, #3, #6.

11. Use the same **Transparency 14.4** (page 221) to discuss the importance of controlling classroom **Pace**. Direct attention to #3, #4, #5.

12. Conclude the manual by using **Transparency 14.5** .

CLASSROOM MANAGEMENT

INTRODUCTION

There are many classrooms in which the teacher and the students are struggling to gain control. This is especially true of the classrooms in which there are students who are particularly challenging. Employing alternate instructional strategies and increasing the student's successful academic experiences contribute to effective management. By adapting or modifying materials and applying effective motivational techniques, the chances that the classroom structure will be conducive to developing learning opportunities for all students are increased. There are, however, additional approaches to consider in developing effective management skills.

"Discipline problems are minimized when students are regularly engaged in meaningful work geared to their interests and aptitudes." (Good & Brophy, 1987)

"When the classroom is a warm and caring place, underachievers may feel a sense of belonging. If so, they are less likely to cause severe discipline problems." (Bey, 1986)

"Those children who see themselves discriminated against and downgraded may respond also with self-doubt; they may find it impossible to achieve academically because they take on their teacher's evaluation of themselves. The connections between underachievement and behavior problems are made constantly." (Epstein,1979)

"There is no doubt that many management problems are caused by directions and regulations that are not understood by the children." (Epstein,1979)

CLASSROOM MANAGEMENT

The teacher is responsible for establishing an effective classroom management plan. The teacher's personality traits and the manner in which he/she communicates with the students contribute to effective planning. The organizational ability of the teacher, as well as the physical environment in which the learning occurs are also factors in developing a management plan. Finally, the time devoted to instruction provides a framework for developing a classroom where more time and attention is devoted to learning than to the maintenance of classroom discipline.

Certain personality traits of the teacher contribute significantly to successful teacher/student interaction. The teacher who is more effective with the at-risk learner demonstrates an overall positive approach to the student and to the learning situation. She/he tends to be warm and encouraging rather than demanding and critical. This teacher possesses a sense of humor and exhibits an extraordinary amount of patience and persistence in order to bring about the desired results. A teacher with these qualities becomes a symbol of trust, respect, and dependability to the student who is surrounded by few good role models. The teacher who avoids outbursts of anger and remains calm and friendly even under stress will be able to overcome the challenge that these students may present.

Just as there are certain teacher personality traits that encourage the student to respond more favorably to learning, the teacher-student communication patterns determine the positive or negative atmosphere in which learning is to occur. If the communication between the teacher and student is open and natural, the teacher becomes a facilitator and the student is encouraged to develop self-management skills and judgement. If, however, the teacher maintains an atmosphere which is controlled and dictatorial, the student may respond with rebellion and lack of cooperation.

Students respond more favorably to a teacher who has the ability to organize. A teacher who attends school regularly, and shows evidence of prior preparation for classroom activities will give the impression that he/she is in charge and in control. Having materials and equipment ready to begin class and planning for every minute of classroom time will provide structure and routine which help reduce the opportunities for misbehavior and disruption. The emphasis in a classroom management plan for at-risk youth is placed on the prevention of problems. The teacher, however, must plan ahead and have solutions readily available when problems do occur.

An effective management plan must include some rules of acceptable behavior. Observing rules and following a set classroom routine will help each student to know exactly what is expected of him/her. Maintaining a daily class routine provides structure for those who find it difficult to concentrate in a totally free atmosphere.

The physical environment in which learning takes place also contributes to the effectiveness of a successful management plan. A classroom that is cheerful and decorative is a welcome setting in which to learn. Space should be available for large and small group instruction, individual study, peer tutoring, and interest centers. Space for storing the student's class materials should also be available. A quiet, relaxed but businesslike atmosphere which is free of distractions helps the student to concentrate on the task at hand.

Because each student learns differently and at varying rates of speed, the time devoted to learning significantly affects the classroom management plan. A flexible, self-paced time schedule is important for the slower learner.

TEACHER - STUDENT COMMUNICATION

Teacher - Student Communication is improved when the teacher:

1. Sits close to the students.
2. Circulates around the room.
3. Knows what is going on in the classroom at all times.
4. Accepts the students as individuals with feelings and desires.
5. Helps the students to feel good about themselves and what they are doing.
6. Asks students, frequently, their thoughts and opinions.
7. Talks less and encourages students to become more involved.
8. Provides opportunities for students to express their feelings.
9. Monitors, closely, student absences and progress.
10. Treats students as if they are important and what they say is valuable.
11. Allows students to disagree with his/her opinion.
12. Seeks students' input about solution to problems, scheduling of activities, and decision-making.

CLASSROOM RULES

Although rules should be kept simple and at a minimum, there are occasions when they are necessary. For some students, having a personal checklist of desirable behavior rules to follow will be especially helpful. The teacher and the student will then be able to see what specific rules were and were not followed. This checklist can be reviewed daily by the teacher and the student. By assigning a point value to each behavior rule followed, the teacher might then allow the points to be exchanged for privileges or activities.

Rules should be established and explained at the beginning of the year. Periodic review and discussion of the rules will insure that only those that are needed or effective remain. Some rules may need to be modified, while others need to be eliminated. The teacher should be able to explain any changes.

As much as possible, allow students to help develop appropriate rules. If students help make the rules, they are more likely to follow them. Rules for classroom behavior should be stated in a positive manner and posted for students to see. Consequences for not following the rules should be specified. In general, rules should be clear, consistent, fair, reasonable, and enforceable.

CLASSROOM MANAGEMENT SUGGESTIONS

1. Include students in the planning, scheduling, and decision-making processes.
2. Alternating lively and more quiet activities helps prevent boredom.
3. Plan for every minute of classroom time and keep activities moving at a good pace.
4. Avoid times when students are not actively involved in any activity.
5. Maintain a file of activities that are worthwhile and can be used at a moment's notice.
6. Vary materials and presentation formats.
7. Make transitions between activities smooth.
8. Give a single sentence or two of instructions.
9. Treat students as if they are important and what they say is valuable.
10. Allow student to disagree with teacher's opinion.
11. Avoid unnecessary delays.
12. Gain all students' attention before beginning an activity.
13. Repeat important information.

THE TEACHER AND CLASSROOM MANAGEMENT

The teacher of at-risk youth is most effective when she/he:

1. Attends school regularly.
2. Reduces classroom tension.
3. Accepts the students as individuals with feelings and desires.
4. Helps the students to feel good about themselves and what they are doing.
5. Listens actively.
6. Asks students, frequently, their thoughts and opinions.
7. Talks less and encourages more active involvement by the students.
8. Waits for response.
9. Asks one question at a time.
10. Encourages students to do their own work.
11. Provides opportunities for students to express their feelings.
12. Knows exactly what is going on in the classroom at all times.
13. Allows students to complete one activity before going on to another.

Instructional Time is more worthwhile when the teacher:

1. Adjusts plans when necessary.
2. Keeps all students actively involved.
3. Avoids time when students are inactive.
4. Avoids interrupting students when they are working.
5. Keeps class going at a good pace.
6. Plans for every minute of the classroom time.

A Discipline Plan includes:

1. Avoiding threats.
2. Providing a place for "time out".
3. Punishing as a last resort.
4. Rebuilding of rapport after a teacher-student conflict.
5. Establishing classroom structure from the first day of class, and then allowing for adjustments in lowering of structure as the year progresses and needs of students change.
6. Reinforcing positive behaviors.
7. Keeping offenses in perspective.

Classroom tension is reduced by following a Routine which includes:

1. Greeting students with a smile as they enter the room.
2. Beginning each class with a review of the previous day's activities.
3. Being able to handle several different activities going on at the same time.
4. Ending each class with a preview of what will be done the next day.
5. Asking one question at a time and waiting for a response, positively reinforcing any attempt.
6. Explaining changes in routine before they occur.

The teacher controls classroom Pace by:

1. Limiting excitement.
2. Providing transitions between activities.
3. Beginning with an activity that is short and that the student can successfully complete.
4. Beginning with large group activities and then moving to individual activities
5. Basing new learning tasks upon previously acquired knowledge.

NOTES

SECTION 15

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WORKING TOGETHER

Our Project Staff is very interested in your response to this manual. We are also interested in your problems, concerns, and questions as they relate to at-risk youth. In addition, we would like to develop new sections which would include strategies and techniques that have proven to be successful with this population. Please complete the appropriate questions and mail directly to:

Donna Cunningham
C/O Dr. Pat McLeod
North Texas State University
College Of Education
P. O. Box 13857
Denton, Texas 76203 - 3857

1. **Name:** ____________________
2. **Address:** ____________________
3. **Phone:** ____________________
4. **School District:** ____________________
5. **Position:** ____________________

6. **I would like to suggest that Section #______ be expanded further to include:** ____________________

____

____

____

7. I would like to suggest that a section dealing with:________

____

______________________________be added to the

workshop manual.

8. When dealing with at-risk youth, I am concerned about:

____

____

9. A question I would like to ask is:____________________

____

____

10. I have found that the following strategy or technique has been successful in dealing with at-risk youth:______________

____

____

WORKSHOP EVALUATION

Your response to the following statements will be helpful in evaluating and revising this training for future presentations. Please rate the following items: E = Excellent G = Good F = Fair P = Poor

1.	Workshop organization	E	G	F	P
2.	Presentation of materials	E	G	F	P
3.	Content quality	E	G	F	P
4.	Clarity of objectives	E	G	F	P
5.	Relevance to my situation	E	G	F	P
6.	Presenter 's knowledge of subject matter	E	G	F	P
7.	Usefulness of materials	E	G	F	P
8.	Explanation of materials	E	G	F	P
9.	Overall rating of workshop	E	G	F	P
10.	Overall rating of materials	E	G	F	P

Additional Comments:____

____

____

____

OBJECTIVE 2

Obtain or develop information on accessing resources or services provided by service agencies including, but not limited to, JTPA, Texas Rehabilitation Commission, and Department of Human Resources.

Services available to at-risk youth are listed on the following pages. This is a sampling of services made available through the state or the county. Specific services offered will vary from community to community, based on the population served.

The following community organizations may also provide services:

1. Lions Club
2. Kiwanis Club
3. Optimist Club
4. Elks Club
5. Knights of Columbus
6. Rotary Club
7. Local churches
8. Local sororities/fraternities

RESOURCES

NEED/PROBLEM AREA	SERVICE AGENCY
Alcohol/Substance Abuse	Mental Health Mental Retardation Texas Rehabilitation Commission
Child Protection	Department of Human Services Children's Protective Services
Education Services	Job Training Partnership Act Department of Human Services
Family Counseling	Mental Health Mental Retardation Easter Seals Texas Rehabilitation Commission
Family Planning	Department of Human Services Department of Health
Financial Assistance	Department of Human Services
Health	Department of Health/Women, Infants, Children Easter Seals Department of Human Services Texas Rehabilitation Commission
Job Placement/Employment Assistance	Job Training Partnership Act Texas Employment Commission Texas Rehabilitation Commission Department of Human Services
Legal Advice	Texas Lawyer Referral Service
Mental Health	Mental Health Mental Retardation Texas Rehabilitation Commission Department of Human Services
Pregnancy	Department of Human Services Department of Health
Speech and Hearing	Texas Rehabilitation Commission Easter Seals
Vocational Counseling	Mental Health Mental Retardation Texas Employment Commission Easter Seals Texas Rehabilitation Commission Job Training Partnership Act

Children's Protective Services

Services include:

1. Counseling
2. Parenting Skills
3. Emergency Assistance
4. Crisis Intervention
5. Emergency Protection to Children
6. Supervised Visits
7. Home Visits
8. Outreach Presentations/Information
9. Referral

Primary clients are children at risk of abuse and the families or caretakers involved in the abuse.

Department of Health

Services may include:

1. School Dental Health Education
2. Early Childhood Intervention Program: children's health
3. Supplemental Security Income-Disabled Children's Program
4. Crippled Children's Program
5. Hemophilia Assistance Program
6. Epilepsy Program
7. Maternity Clinic
8. Family Planning Clinic
9. Child Health Clinic
10. Vision, Hearing and Speech Program
11. Newborn Screening Program
12. Adult Health Program
13. Kidney Health Program
14. Immunization Division
15. Venereal Disease Control Division

Hours and fees vary according to service provided and area served.

WIC (Women, Infants, Children) provides supplemental foods and nutrition education to nutritionally deficient pregnant, post-partum and lactating women, infants and children to age five who are at nutritional risk.

Department of Human Services

Income assistance includes: Aid to Families with Dependent Children, Food Stamps, Home Energy Assistance (heating and cooling), and the Individual and Family Grant Program (disaster relief).

Available services include:

1. Employment Services
2. Education Services
3. Children and Pregnant Women (CPW) Program
4. Medically Needy (MN) Program
5. Child Protection Services
6. Day Care for Children
7. Family Health Services
8. Family Planning
9. Family Violence Services: shelter, counseling, referral
10. Genetic Services
11. Medical Transportation
12. Refugee Resettlement Programs
13. Early and Periodic Screening, Diagnosis and Treatment Program
14. Hospital Services
15. Medicines
16. Purchased Home Health Services
17. Special Medical Items and Other Services

Eligibility determination is based on service needed. A toll-free hotline is available for information: 1-800-252-9330.

Easter Seals

Provides outpatient habilitative and rehabilitative services to individuals with disabilities and their families. Services may include:

1. Physical Therapy
2. Occupational Therapy
3. Social Services: counseling and referral
4. Audiology Services
5. Speech Therapy
6. Special Education Programs: physical/learning disabled
7. Program for Children with Attention Deficit Disorder: ages 3-12
8. Early Infant Intervention Program (Pediatric Development Program)
9. Nursing Services
10. Pediatric Medical Clinics
11. Computer Camp: physical/mental disabilities
12. Swimming
13. After-School Recreation: children with special needs, ages 3-12
14. Mainstreamed Summer Day Camp: mild to moderate disabilities
15. Respite Care: child care with 24 hour notice for disabled children
16. Student Training

Eligibility: Physicians, agencies, or individuals may make referrals. Medical referral may be required for therapy. All individuals referred are accepted if they meet admission criteria and can benefit from services. Make the referral by phone and an intake form will be sent to the referring doctor and client. Evaluations are scheduled after the intake form is completed and returned to the Center for processing. No one is denied therapy for economic reasons. A fee is charged on a sliding scale.

Job Training Partnership Act

Services include:

1. Classroom Training
2. On-the-Job Training
3. Training in Job Search Skills
4. In-School Youth Program: on-the-job training, limited work experience, pre-employment skills training. The program is coordinated with area high school counselors and teachers.

Eligibility is determined by family income for the six months prior to application.

Mental Health Mental Retardation

Services may include:

1. Crisis Services: 24 hour hotline
2. Case Management Services: close supervision, intensive intervention
3. Family Support: home visits, in-home respite care, and training
4. Vocational Services: sheltered work opportunities, training in skills and behavior necessary to get and keep a job
5. Residential Services: bed and board and foster care
6. Counseling Services: prevention, evaluation and treatment of a range of mental and emotional problems including alcohol and drug abuse

Hours vary according to type of service provided. Fees are generally set up on a sliding scale.

Texas Employment Commission

The Texas Employment Commission offers employment assistance to ages 16 and above. Services may include:

1. Aptitude Testing
2. Counseling (Vocational)
3. Labor Market Information

No fees are charged for services.

Job Corp serves youth, ages 16 through 22, from low income families. Vocational training is offered in a variety of areas (auto mechanics, bricklaying, carpentry, welding, keypunch, cook, clerk, nurses aide).

Texas Lawyer Referral Service

1-800-252-9690

An operator will provide the name of a lawyer nearby whose practice includes the type of legal problem described. A fee of $15.00 to the lawyer for a 1/2 hour legal consultation is charged. If further legal work is needed, lawyer and client will decide how to handle additional employment and fee arrangements. Bi-lingual lawyers are available upon request.

Texas Rehabilitation Commission
(Vocational Rehabilitation Division)

Services to the handicapped may include:

1. Medical, Psychological and Vocational Evaluation
2. Counseling and Guidance
3. Interpreter Services for the Deaf
4. Medical Treatment: hospitalization, surgery and therapy
5. Assistive Devices: artificial limbs, braces, wheelchairs, hearing aids
6. Training: in school, on the job, or at home
7. Halfway House Services
8. Selective Job Placement
9. Follow-Up Services

Major Disability Groups Served:

1. Orthopedic Deformities (includes amputations)
2. Mental Health (includes alcoholism, drug addiction, character disorders)
3. Internal Medical Conditions (includes epilepsy)
4. Mental Retardation
5. Deaf and Hearing Impaired
6. Speech and Language/Learning Disabilities

Eligibility requirements include:

1. The person must have a disability which results in a substantial handicap to employment.
2. Vocational rehabilitation services may reasonably be expected to benefit the person in terms of employability.

ENROLLED

H.B. No. 1010

AN ACT

relating to reducing the number of students who drop out of public school.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

SECTION 1. Section 11.205, Education Code, is amended to read as follows:

Sec. 11.205. DROPOUT REDUCTION PROGRAM. (a) The Central Education Agency shall [may] develop a program to reduce the rate of students leaving the public school system before completing high school. The program must include standardized statewide recordkeeping, documentation of school transfers by students, and follow-up procedures for students who drop out of school. The goal of the program shall be to reduce the statewide longitudinal dropout rate to not more than five percent of the total student population.

(b) The agency shall [may] develop a system for school districts to collect data on student dropouts. The system must attempt to collect data regarding each student dropout, including the age, sex, ethnic origin, socioeconomic status, and highest completed grade level of the student dropout. For each campus, district, county, and region, the agency shall determine for each grade level from seven through 12 the number of student dropouts each school year and the ethnic origin of those students.

(c) The agency shall require each district to designate one

BEST COPY AVAILABLE

or more employees to serve as an at-risk-coordinator. The number of coordinators required shall correspond to the size of the district. Each at-risk-coordinator shall collect and disseminate data regarding dropouts in the district and shall coordinate the program in the district for students who are at high risk of dropping out of school. In determining whether a student is at high risk of dropping out of school, in addition to the student's academic performance a school district shall consider whether the student is adjudged delinquent, abuses drugs or alcohol, is a student of limited English proficiency, receives compensatory or remedial instruction, is sexually, physically, or psychologically abused, is pregnant, is a slow learner, enrolls late in the school year, stops attending school before the end of the school year, is an underachiever, is unmotivated, or exhibits other characteristics that indicate that the student is at high risk of dropping out of school. At-risk-coordinators should have access to existing Central Education Agency training programs relating to students who are considered "at risk" of dropping out of school. Where practical, local school districts may develop their own training programs to meet this need.

(d) Not later than January 31 of each odd-numbered year the agency shall submit a report to the governor, lieutenant governor, and speaker of the house of representatives that includes:

(1) the current dropout rate of students in grade levels seven through 12 in the aggregate and by grade level;

(2) projected cross-sectional and longitudinal dropout rates for each of those grades for the next five years, assuming no

action is taken by the state to reduce the rate; and

(3) a systematic plan for reducing the projected cross-sectional and longitudinal rates to not more than five percent.

(e) For the purposes of this section, "dropout" means a student:

(1) who does not hold a high school diploma or the equivalent;

(2) who is absent from the public school in which the student is enrolled for a period of 30 or more consecutive days; and

(3) whose attendance within that period at another public school or a private or parochial school cannot be evidenced.

SECTION 2. Subchapter A, Chapter 11, Education Code, is amended by adding Sections 11.206 and 11.207 to read as follows:

Sec. 11.206. DROPOUT INFORMATION CLEARINGHOUSE. (a) The Central Education Agency shall develop a statewide dropout information clearinghouse. The agency may contract with a research institute or agency to operate the clearinghouse.

(b) The clearinghouse shall:

(1) collect information on dropout programs and services and on prevention and recovery strategies for various categories of students that have a high dropout rate; and

(2) disseminate the information to local providers of dropout programs and services and to the interagency coordinating council created under Section 11.207 of this code.

Sec. 11.207. INTERAGENCY COORDINATING COUNCIL. (a) An

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interagency coordinating council for services to students who drop out of school or who are at risk of dropping out of school is created.

(b) The council consists of one representative from each of the following agencies appointed by the executive director or commissioner of each respective agency:

(1) the Central Education Agency;

(2) the Coordinating Board, Texas College and University System;

(3) the Texas Department of Community Affairs;

(4) the Texas Youth Commission;

(5) the Texas Juvenile Probation Commission;

(6) the Texas Department of Human Services;

(7) the Texas Department of Corrections;

(8) the Texas Employment Commission;

(9) the Texas Commission on Alcohol and Drug Abuse.

(c) The representatives appointed to the council shall elect a chairman annually and shall meet at the call of the chairman.

(d) The council shall coordinate policies and services to create a resource network for students who drop out of school or who are at risk of dropping out of school.

SECTION 3. Section 16.152, Education Code, is amended by adding Subsection (d) to read as follows:

(d) The Central Education Agency shall evaluate the effectiveness of remedial and support programs provided under Section 21.557 of this code for students at risk of dropping out of school.

SECTION 4. Section 21.557, Education Code, is amended by amending Subsection (c) and adding Subsections (e) and (f) to read as follows:

(c) Each school district shall provide a remedial and support program for any student:

(1) whose achievement test score is below a standard established by the State Board of Education; or

(2) who is at risk of dropping out of school[~~. A school district may provide remedial services to any other student it determines would benefit~~].

(e) A remedial and support program for students at risk of dropping out of school must include an evaluative mechanism that documents the effectiveness of the program in reducing the dropout rate and in increasing achievement in the categories of students listed in Subsection (f) of this section.

(f) For the purposes of this section, "student at risk of dropping out of school" includes each student in grade levels seven through 12 who is under 21 years of age and who:

(1) was not advanced from one grade level to the next two or more school years;

(2) has mathematics or reading skills that are two or more years below grade level;

(3) did not maintain an average equivalent to 70 on a scale of 100 in two or more courses during a semester, or is not maintaining such an average in two or more courses in the current semester, and is not expected to graduate within four years of the date the student begins ninth grade; or

(4) did not perform satisfactorily on an assessment instrument administered under Section 21.551(a) of this code in the seventh, ninth, or twelfth grade.

SECTION 5. Section 21.753(b), Education Code, is amended to read as follows:

(b) The accreditation standards must include consideration of:

(1) goals and objectives of the district;

(2) compliance with statutory requirements and requirements imposed by rule of the State Board of Education under statutory authority;

(3) the quality of learning on each of the district's campuses based on indicators such as scores on achievement tests;

(4) the quality of the district's appraisal of teacher performance and of administrator performance;

(5) the effectiveness of district principals as instructional leaders;

(6) the fulfillment of curriculum requirements;

(7) the effectiveness of the district's programs in special education and for special populations;

(8) the correlation between student grades and performance on standardized tests;

(9) the quality of teacher in-service training;

(10) paperwork reduction efforts;

(11) training received by board members; [and]

(12) the effectiveness of the district's efforts to improve attendance; and

(13) the effectiveness of the district's remedial and support programs under Section 21.557 of this code for students at risk of dropping out of school.

SECTION 6. The first year that the Central Education Agency is required to submit a report under Section 11.205(d), Education Code, as added by this Act, is 1991. However, not later than January 31, 1989, the agency shall submit a report to the governor, lieutenant governor, and speaker of the house of representatives of the information relating to student dropouts that the agency is required to determine for each campus, school district, county, and region under Section 11.205(b), Education Code, as amended by this Act.

SECTION 7. It is the intent of the legislature that school districts support their dropout reduction programs through compensatory education or other appropriate funding sources. School districts are required to report expenditures of compensatory education funds or other funds considered appropriate consistent with the standard reporting requirements.

SECTION 8. Each executive director or commissioner of a state agency who is required to appoint a representative to the interagency coordinating council created under Section 11.207, Education Code, as added by this Act, shall appoint a representative to the council not later than September 10, 1987. The council shall hold its first meeting not later than September 30, 1987.

SECTION 9. This Act takes effect September 1, 1987.

SECTION 10. The importance of this legislation and the

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crowded condition of the calendars in both houses create an emergency and an imperative public necessity that the constitutional rule requiring bills to be read on three several days in each house be suspended, and this rule is hereby suspended.

President of the Senate

Speaker of the House

I certify that H.B. No. 1010 was passed by the House on April 22, 1987, by a non-record vote; and that the House concurred in Senate amendments to H.B. No. 1010 on May 26, 1987, by a non-record vote.

Chief Clerk of the House

I certify that H.B. No. 1010 was passed by the Senate, with amendments, on May 22, 1987, by a viva-voce vote.

Secretary of the Senate

APPROVED: ____________

Date

Governor

SERVING SPECIAL NEEDS
STUDENTS IN VOCATIONAL EDUCATION
(THE CARL D. PERKINS VOCATIONAL EDUCATION ACT PL 98-524)

Texas Education Agency
Austin, Texas 78701

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SERVING SPECIAL NEEDS STUDENTS IN VOCATIONAL EDUCATION

Of the funds available under Title II Part A of Public Law 98-524, The Carl D. Perkins Vocational Education Act, 10 percent is allocated for handicapped and 22 percent for disadvantaged individuals. The federal share of expenditures (50 percent) for handicapped and disadvantaged shall be used only for supplemental or additional staff, equipment, materials, and services which are not provided other individuals in vocational education but are essential for handicapped and disadvantaged individuals to participate in vocational education. If the conditions of these students require a separate program, federal funds may be used to pay 50% of the cost of the program's services and activities which exceed the eligible recipient's average per pupil expenditure for regular vocational services and activities. Regulations governing documentation of the proper expenditure of these funds require: proper identification of students with special needs, documentation of the services needed by individual students to benefit from vocational education, and a record of amounts of federal funds spent for these services.

Student Eligibility

Students who are eligible for these program activities and services include the following:

Handicapped students are those individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

Educationally disadvantaged students are individuals who are one or more years below grade level in acheivement in three or more academic classes or have a composite score on a standardized test indicating below grade level performance. An academically disadvantaged student in vocational education will be determined at the secondary level as those students enrolled in remedial programs in mathematics, English, language arts, or reading. Students who are found to be one or more years below grade level in achievement in three or more academic classes or have a composite score on standardized tests that is below grade level will be eligible for CVAE programs.

Economically disadvantaged students are members of economically disadvantaged families whose annual income is at or below the official poverty line and/or are eligible for free or reduced-price school lunch. To be eligible for work study, each student must have a vocational assessment which is administered under the supervision of certified counselors.

Limited English proficient (LEP) students are individuals who are members of a national origin minority and who do not speak and understand the English language in an instructional setting well enough to benefit from vocational studies to the same extent as a student whose primary language is English. These persons may include: (1) individuals who were not born in the U.S. or whose native tongue is a language other than English and (2) individuals who come from environments where a language other than English is dominant and thus have difficulties speaking and understanding instruction in the English language. A person with "limited English proficiency" can be identified as a student participating in an English as a second language (ESL) or bilingual program or scoring low on an English proficiency test. Such students, because of their language deficiency, require special services to succeed in vocational programs.

Required Services and Activities

Local education agencies who request federal vocational funds for handicapped and/or disadvantaged students are required to provide the following services and activities for these students enrolling in vocational education programs:

I. vocational interest and aptitude assessment prior to selecting a vocational program,

II. provision of special services designed for individual students based on the special needs identified by the vocational assessment,

III. guidance/counseling activities conducted by certified counselors including career development, vocational assessment, and services designed to facilitate the transition from school to post-school employment.

A vocational support system may be designed to provide the special services needed by identified students. The services should include but not be limited to: (1) vocational assessment including equipment materials and personnel, (2) support services including specialized equipment material and/or personnel, (3) guidance counseling activities including materials and personnel, and (4) services for limited English proficient (LEP) students. The support system may serve handicapped, disadvantaged, and LEP students. The funding for such a system should be prorated according to the number of students served in each category (handicapped, disadvantaged, and LEP).

I. Vocational Assessment

Vocational assessment is a comprehensive student-centered process conducted over a period of time involving a multidisciplinary team approach, with the purpose of identifying individual characteristics, strengths and weaknesses, and education, training, and placement needs. It is an ongoing process that occurs throughout the student's vocational programs. Vocational assessment is the collection of data which are used to make goal setting, programming, and placement decisions. This process of data collection provides the student with insight into his or her vocational potential and provides educators the basis for planning a student's vocational program. An overview of vocational assessment is provided in the table, "The Nature of Vocational Assessment," found on the following page.

Who Is Responsible

According to federal legislation, Carl D. Perkins Vocational Education Act, the local district has the responsibility of providing vocational aptitude and interest assessments for all handicapped, educationally disadvantaged, economically disadvantaged, and LEP students who participate in vocational education programs. Federal vocational funds may be used toward the cost of vocational assessment. Vocational education personnel should coordinate the purchase of vocational assessment instruments in consultation with special education personnel since some of the assessment instruments may serve both academically disadvantaged and handicapped students.

THE NATURE OF VOCATIONAL ASSESSMENT

VOCATIONAL ASSESSMENT WILL...		
Assess...	Using...	To Recommend...
Vocational Interest	Interest tests Tour of vocational programs Work samples Job tryouts	Specific vocational training areas Vocational Program placement level (resource, disadvantaged, or regular vocational classroom) Job Placement Teaching techniques and curriculum modifications Training in prevocational and life skills Training in work adjustment skills (work behaviors, attitudes, habits) Additional community support services
Dexterity, coordination, and physical skills	Dexterity Physical ability tests Work samples Medical records	
Prevocational and functional life skills	School records Checklist of skills filled out by teacher Observation during testing Work samples Job/classroom tryouts	
Vocational learning style	Work samples Job/classroom tryouts	
Basic education skills	Diagnostician's report Teacher checklists Work samples	
Vocational aptitude and ability	Dexterity tests Pencil and paper aptitude tests Diagnostician's report Checklist of life skills Work samples Job/classroom tryouts	

From: "A Handbook for Vocational Special Needs," unpublished, developed by the Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas, under contract to the Department of Occupational Education and Technology, Texas Education Agency.

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Administrators from each district must assign personnel the responsiblity for vocational assessment of students with special needs. The qualifications and job responsibilities for professional personnel should be considered when making this assignment. Diagnosticians, counselors, and/or other personnel may be assigned to administer the vocational assessment. Vocational assessments for handicapped, disadvantaged, and LEP may be the responsibility of a single person or be assigned to different personnel as either a part-time or a full-time activity.

When using federal vocational funds for vocational assessment, time and effort records must be maintained. The prorated time spent serving the handicapped, disadvantaged, and LEP students may be paid proportionately from these categories of federal funds.

It is suggested that small districts initiate cooperative arrangements, working with other districts and/or education service centers, to share the cost of providing vocational assessment and guidance activities for special needs students.

Who to Assess

All handicapped, disadvantaged, and LEP students planning to participate in vocational education programs must have an assessment of their vocational interests and aptitudes.

Handicapped - Students considered handicapped in vocational education must be provided a vocational assessment during the year prior to their entry into vocational education during grades 9-12.

Disadvantaged - Students identified as educationally disadvantaged, economically disadvantaged, or limited English proficient (LEP) who are interested in vocational education programs must have a vocational assessment.

When to Assess

Vocational assessment is a continuous process throughout a student's participation in vocational programs. Guidelines for determining when to conduct the vocational assessment include:

1. A student entering vocational programs during the seventh or eighth grades will have a basic vocational assessment during the first year of participation in the vocational program. During such courses as prevocational, occupational orientation, occupational investigation, CVAE or VEH, special needs students will be administered vocational interest and aptitude assessment by qualified personnel.

2. A student planning to enter a vocational program in high school will have a basic vocational assessment during the year prior to entry into a vocational program.

3. For those students who participate in vocational programs at the seventh and eighth grade level but do not enroll in vocational programs until the tenth or eleventh grade in high school, additional vocational assessment to update records may be necessary during the year prior to entry into vocational education at the high school level.

4. Further assessment occurs during participation in vocational programs as the vocational teacher observes student behaviors in the pre-employment laboratories.

What to Assess

To accomplish long-range planning and appropriate vocational placement and instruction, the student's strengths and weaknesses, interests, abilities, and aptitudes must be determined. Areas of assessment may include, but are not limited to, the following:

- Basic skills: Reading comprehension, spelling, grammar, functional math, measurement, money handling
- Sensory and motor skills: Dexterity, coordination, strength, mobility, range of motion, visual acuity, auditory acuity
- Learning preferences: Receptive, expressive
- Vocational skills and aptitudes: Use of tools, materials, and equipment, general potential for work
- Career awareness and interest: Knowledge of jobs, expressed interests, observed interests, etc.
- Behavior: Worker characteristics and habits, job seeking skills, job keeping skills

How to Assess

The following model for assessment for special needs students is designed to provide a logical sequence of data collection in three levels of assessment. The district may choose to use this model with suggested forms or may develop its own process for vocational assessment of students.

Level I Vocational Assessment

Level I is designed to provide a summary of preexisting information about a student's abilities and level of functioning and other pertinent facts. This level of assessment requires data collection and interpretation rather than additional testing. Cumulative files and transcripts will contain much of the Level I data for disadvantaged and LEP students. Special education data is available from the student's eligibility folder.

1. Cumulative records and transcripts and/or other forms of permanent records should be reviewed to obtain the data to build a student profile. Cumulative records will usually provide grades, group achievement and/or other test data, attendance, discipline records, and medical/health records. Vocational education performance data for educationally disadvantaged and LEP students will be available from achievement test scores (e.g., math, reading, writing, composition). Scores for current year from Texas Assessment of Basic Skills (TABS) or in following years from Texas Educational Assessment of Minimum Skills (TEAMS) test should provide adequate data. Suggested forms for the student profile are in Appendix F.

2. Special education data. A handicapped student being considered for vocational placement must have had a comprehensive assessment to determine that student's eligibility and specific need for special education services.

   Special education assessment data are found in the student's eligibility folder. The comprehensive assessment data which would be reviewed includes:

   a. assessment of language, pertinent medical information and physical, sociological emotional/behavioral, and intellectual factors, including assessment of adaptive behavior,

   b. assessment of the student's educational, developmental, and/or behavioral performance,

   c. assessment of the student's specific competencies in areas of educational needs and competencies related to vocational education, where appropriate, and

   d. specific modifications of instructional content, setting, methods, or materials required by the student to achieve and maintain satisfactory progress, including those that can be provided only through special education services and those adaptations necessary for the student's progress in regular classes.

3. Interviews or other methods of gathering data may be used to obtain information from the student, parent, and teacher. Examples of forms which may be used for these interviews are provided in Appendices A, B, and C.

   Informal interview with the student. The student should be interviewed to determine his or her interest in vocational education and social competence or adaptive behavior related to performance in vocational education. A teacher or counselor who has good rapport with the student may conduct this part of the assessment.

   Informal conference or interview with the student's parents (if the student is under 18). The parents should be interviewed to determine their career expectations for the student and to discuss their perceptions of the student's social competence or adaptive behavior as it relates to performance in vocational education.

   Teacher interview. Former teachers should be interviewed to collect information related to personal characteristics and interpersonal skills. (The teachers may be a vocational teacher at the junior high school level or may be any teacher familiar with the individual student.)

In addition to the above information, a review of student behaviors by teachers and/or counselors may be beneficial. In Appendix D, a "Vocational Behavior Checklist: Preliminary Screening for Placement in Vocational Training and Job Entry" is provided for your review and use.

Level II Vocational Assessment

The Level II assessment will include the collection of data related to the individual student's vocational interests and aptitudes. The objective of this assessment is to collect and interpret additional information about a student's vocational interest, ability and aptitude, including vocational awareness and work-related behaviors. A representative list of assessment instruments is included in Appendix E. Obviously not all instruments should be administered to each student. If one test provides adequate information for planning purposes, that may be the only test administered.

1. Vocational interest assessment is a measure which assesses a student's preferences for activities or topics. Responses are analyzed by comparing them with the responses of people in a particular occupation. This type of test may require the student to look at pictures or it may be in a written format.
2. Vocational aptitude assessment is a measure of a student's ability to profit from training or experience in an occupation or skill. The test may be of the paper/pencil type or it may require performance tasks. Vocational aptitude information is essential in planning an appropriate vocational placement for special needs students. Aptitude will include such things as manual dexterity, spatial ability, eye-hand coordination, physical strength, perceptual abilities, and physical attributes.

Selection of Vocational Assessment Instruments

A representative list of assessment instruments for use with the handicapped, educationally disadvantaged, economically disadvantaged, and LEP students is provided (Appendix E). Some assessment instruments may be appropriate for single student populations and others for all student populations. Assessment instruments vary within the following groups: (1) interest inventories--either pencil/paper or picture (for nonreaders), (2) aptitude--either pencil/paper or performance, (3) combination aptitude and interest. Some assessment instruments have computer-generated tests and reports while other instruments must be hand scored and reports written by qualified personnel. Some assessment instruments must be given to individual students while others may be administered to groups of students. Qualifications and numbers of personnel and administration time must be considered when selecting vocational assessment instruments.

Student Populations and Instruments

Economically disadvantaged students who are not behind educationally may receive support in the form of a work study program. If these students have average reading skills, they will be able to handle pencil/paper assessments as well as other types of assessments. Some of the following assessment instruments may be considered for these students:

Combination Interest and Aptitude: APTICOM, MESA, and OASIS.

Aptitude: CAPS

Interest Inventories: COPS, CASE, PIC

Educationally disadvantaged students typically have reading problems and other educationally related deficiencies. These students will need support in the form of program modifications, instructional support, remedial or tutorial services, and/or career guidance. Since reading skills are lacking, pencil/paper tests may not be appropriate for these students. Some of the following assessment instruments may be considered for the academically disadvantaged:

Combination Interest and Aptitude: APTICOM, MESA, AND OASIS (sixth grade reading level)

Aptitude: SAM

Interest Inventory: CASE, PIC

Limited English proficient students have communication problems. These students may need support in vocational programs in the form of a modified program, adapted curriculum, or special assistance such as interpreter and/or tutorial services. The assessment instruments should either be available to the LEP student in his/her native language, require no reading, or when necessary be administered with the assistance of bilingual school personnel or community members who will translate the instrument for the student.

Handicapped students have a variety of handicapping conditions and various methods of assessment may be used. A variety of vocational assessment instruments are available to vocationally assess handicapped students. Some of the following assessment instruments may be considered for use with the handicapped students:

Mildly Handicapped: Combination Interest and Aptitude: APTICOM, MESA, OASIS (sixth grade reading level)

Aptitude: SAM, CAPS

Interest Inventory: COPS, CASE, PIC

Moderately Handicapped with Low IQ:

Aptitude: McCarron-Dial

Interest Inventory: Becker Reading Free Vocational Interest

Level III Vocational Assessment

Level III assessment, comprehensive vocational evaluation, is conducted when the school personnel cannot identify long-range goals or place a student in a vocational program based on the information gathered from the first two levels of assessment. Additional data is then needed to make a decision regarding appropriate vocational planning for and/or placement of the student. The additional assessment may include observation of exploratory experiences in a series of vocational classroom and/or work samples.

1. Observation of exploratory experiences. A district may choose, as one method of assessment, observation through exploratory vocational experiences. This exploration may take place in a classroom, on campus, or at a training site in the community. Careful planning is necessary to design a process for observation of exploratory experiences and evaluation of the student's work behaviors. Several types of settings that may be used for these exploratory experiences are:

   a. Special education vocational readiness training may be designed incorporating a simulated exploratory setting to allow implementation of assessment as an integral part of the instructing curriculum.

   b. On-campus exploratory experiences may be designed to allow students to have job experience on a trial basis in a school setting. Close supervision and observation by special qualified education personnel to assist in the collection of data will be necessary when these experiences are to be used as part of a vocational assessment.

   c. Vocational education classes at the junior high school level including Exploratory Industrial Arts and Occupational Investigation may be used for observation and evaluation in the classroom setting. The vocational teachers may provide information as part of teacher observation. In-depth observation and evaluation of student work habits, behaviors, and skills may be assessed by qualified special education personnel trained in observation evaluation techniques.

   d. Vocational education facilities at the high school level may be used, with approval from vocational personnel, for observation and evaluation as a part of the total assessment process. The following requirements must be met in this cooperative effort between vocational education and special education personnel:

      - Both vocational teacher and special education evaluation personnel must be present in the vocational laboratory.

      - This observation and evaluation must be done at a time during which the laboratory is not in use, before or after school. Observation in a small class (less than 10 students) may be used only when such observation does not have a negative effect upon the established vocational program and does not affect the progress of other students in that vocational program (TAC Chapter 78.104). A vocational teacher may be assigned to assist in conducting this evaluation during a period when he or she has no teaching assignment.

- Students must not be allowed to use the equipment unless they have passed the appropriate safety tests.

- A maximum of two weeks' time must be allowed for each student in this evaluation setting.

2. Work samples. The work sample method of evaluation uses a simulation of an occupational task, business operation, or a component of an occupational area. Work samples may be taken directly from a job and represent the actual work process, including the equipment and tools of the area and also the duties of the job. By using this method, the evaluator has the opportunity to test for particular capabilities while the student directly experiences some aspects of an occupation. Work sample systems may be purchased; some can be tailor-made to match the needs of individual schools. Some work samples are individually administered while others are available for small group administration. Work samples vary in the amount and type of training needed by school personnel who will administer them. Some constraints to be considered are space requirements, scheduling, staff assignments, and cost of equipment.

   Locally developed work samples may be used which directly relate to vocational programs available in the district and employment opportunities in the community. Some constraints on locally developed work samples are the amount of time required to develop them, the lack of standardized administration and scoring techniques, and the validity of the newly developed assessment instrument.

A "Profile for Special Needs Students" is provided in Appendix F. The profile will allow the assemblage of data obtained during the basic assessment Level I and II to be organized in a single usable document. This student profile may be used when planning support services for special students.

Use of Data

Information obtained from vocational assessment may be used in the following ways:

- to determine whether vocational program placement is appropriate

- to determine the eligibility for special services available for disadvantaged and LEP students

- to determine the remedial needs

- to identify need for modified instructional materials

- to identify the need for other support services including adaptations of curriculum, methods of instruction, equipment, and facilities

- to provide a data base for guidance and counseling and career development activities for individual students.

The data provided through the vocational assessment should be reviewed by counseling and guidance personnel. Based on the data collected, recommendations for vocational placement should be made. Knowledge of each vocational training program will be beneficial in this decision making process. A "Comprehensive Analysis of a Vocational Training Program" is provided in Appendix G. This analysis provides information about essential program characteristics and skill requirements of the particular program. When completed by teachers in the district or local employers, this job analysis information may assist in matching individual vocational assessment data with vocational programs available in the district.

II. Vocational Support Services

A support center may be developed to house the equipment and materials and to provide the setting for vocational assessment and instruction for students with special needs. It should be developed to provide the special services needed by students with special needs to participate in vocational programs. A support center should have hardware and software to be used for remedial and/or repetitive instruction. The Center should also include personnel who function as support persons for handicapped and disadvantaged students.

The vocational support center should be located in close proximity to the vocational facilities but be separate from an actual vocational class. The support center may house the fixtures and equipment including but not limited to:

- desks
- study carousels
- tape recorders
- computers
- software for repetitive instruction
- individualized audiovisual equipment and software
- vocational assessment equipment/materials
- specialized instructional equipment/materials
- calculators

Specialized equipment and materials should be available for use in remedial instruction. Although equipment and materials are necessary, additional personnel are essential and provide the key to provision of support to students in vocational programs.

Teachers and/or teacher aides may be assigned to act as support persons to handicapped, disadvantaged, and LEP students. Services provided by these support teachers will include but not be limited to:

- administration of all or part of the vocational assessments

- remedial instruction in basic skills

- tutorial instruction in vocational competencies

- team teaching with vocational teacher

- individualized instruction to handicapped, disadvantaged, and/or LEP students in the vocational classroom

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- instruction in career awareness and job readiness areas under the supervision of qualified counseling and guidance personnel

- remedial or supplementary instruction indicated as a result of the vocational assessment

Individual vocational assessment reports will identify the necessary support services needed by a student to allow his/her participation in a vocational program. Suggested forms are included in Appendices H, I, and J for use in identifying the vocational support services needed with handicapped, disadvantaged, and LEP students.

Provision of vocational support services for the students with limited English proficiency (LEP) are essential when these students participate in vocational programs. Services to provide for the unique needs of the LEP will include but not be limited to: assessment of proficiency in English for eligibility purposes, vocational interest and aptitude assessment, supplemental support services, and special bilingual and/or English as a second language (ESL) materials.

The assessment to determine the English oral language proficiency and the English reading and writing proficiency of students is the responsibility of the school district. Those students who are determined to be eligible for bilingual or ESL programs will be eligible to receive vocational support services as an LEP student in vocational programs.

Model programs of supplemental services for LEP students in vocational have been identified, Friedenberg and Bradley, 1984. Bilingual job skills instructions may be provided for LEP students whether or not the instructor is bilingual. The following are suggested models:

Concurrent language approach--The concurrent language approach requires the vocational instructor to use two or more languages, switching from one to another. Ideally, the vocational instructor switches languages to clarify instruction. If the vocational instructor knows little of the LEP students' native language(s), she or he can still learn to provide positive reinforcement in the other language(s). Although limited, this use of the students' native languages is worthwhile and can be supplemented by bilingual teacher aides or peer tutors.

Bilingual aide approach--In the bilingual aide approach, an English-speaking vocational instructor is assisted by a paid or volunteer paraprofessional or community member who helps to assess the LEP students' native language, translate instructional materials, tutor LEP students individually, and evaluate student progress.

Peer tutor approach--The peer tutor approach is similar to the bilingual aide approach, but the "aide" is another student whose role is limited to clarifying instruction. It should be emphasized that peer tutors do not evaluate other students.

Resource center approach--The resource center approach involves having LEP students leave the vocational classroom and receive tutoring in their native languages in a resource center. Resource centers are typically used when there are too few LEP students in each class to warrant in-class bilingual instruction, or when there are too many different language backgrounds in each class to make bilingual instruction practical. In the latter case, all of the native language tutors are available at one common resource center.

Bilingual instructional materials approach--The bilingual instructional materials approach is used when there are no bilingual personnel available in the vocational education center. In this case, a consultant, a volunteer from the community, an aide, a colleague, or an experienced student provides written or taped translations of the instructional materials so that LEP students can work independently. It should be kept in mind that both commercially produced and imported bilingual instructional materials are available.

The Vocational Special Needs Library at Texas A&M University, (512) 845-2444, has materials available for use with the LEP student. Also see Appendix K for sample resources.

III. Guidance and Counseling Activities

Guidance, counseling, and career development activities should be an integral part of the support system for students with special needs. Guidance functions may require specialized skills and training for personnel involved inasmuch as recipients are exceptional by nature.

Counseling and guidance personnel may be assigned to work part time or full time with handicapped, disadvantaged, and LEP students. Services provided by guidance personnel will include but not be limited to:

- administration and/or supervision of the administration of vocational assessment of the handicapped, disadvantaged, and LEP
- interpretation of the results of the vocational assessment and making recommendations for support services needed by the handicapped, disadvantaged, and LEP
- provision and/or supervision of the provision of guidance counseling and career development activities for handicapped, disadvantaged, and LEP students which are designed to facilitate the transition from school to post-secondary training or to post-school employment and career opportunities
- reviewing vocational assessment data for handicapped students and in cooperation with special education personnel recommending appropriate vocational program placement for handicapped students
- in cooperation with special education personnel, identifying and recommending to the Admission, Review and Dismissal (ARD) committee support services which will be needed by individual handicapped students
- participating as a member of the ARD committee when placing the handicapped student into a vocational education program and developing the Individual Education Plan (IEP)
- coordination of all vocational activities and services with special education, compensatory education, bilingual or ESL programs to provide support services needed by vocational students who are also served by these service providers

Coordination of Services with the Job Training Partnership Act (JTPA)

This document has described the vocational assessment, support services, and guidance activities requirements of the Card D. Perkins Vocational Education Act under the Criteria for Services and Activities for the Handicapped and for the Disadvantaged, Section 204. Similar services are fundable through the Job Training Partnership Act (JTPA). Local districts are encouraged to contact service delivery areas (SDAs) to identify resources which may be available for serving economically disadvantaged students.

Section 123 of the Job Training Partnership Act (JTPA) provides funding for joint programs between JTPA and educational entities, including vocational education. Career exploration, occupational specific skills, job counseling, job search assistance, on-the-job training, literacy and bilingual training, pre-apprentice programs, and supportive services are examples of the kind of training activities that may be offered under JTPA. The JTPA allows 100% funding of these similar services for the economically disadvantaged students. With prior planning and collaboration with the JTPA service delivery areas (SDAs), the local district may jointly fund vocational assessment, support services, and guidance for economically disadvantaged students.

Specific considerations for planning this joint funding include: (1) federal vocational funds must be matched with 50% local or state funds, (2) JTPA funds may be used to pay 100% of the support services for economically disadvantaged, LEP, and handicapped students age 16 through 21, (3) a tracking system must be developed to identify use of JTPA, federal vocational, and state or local funds, (4) joint criteria for eligibility of economically disadvantaged based on income must be established which satisfy criteria in both acts.

The Texas Education Agency and the Texas Department of Community Affairs (the state agency which oversees the SDAs) are now developing guidelines for statewide dissemination to assist districts in serving the special populations in vocational education through cooperative and non-duplicative funding of services allowable through the Carl D. Perkins Vocational Education Act and the JTPA. Districts are encouraged to contact their local Private Industry Council for specific information about local JTPA programs.

Reference

Friedenberg, Joan, and Bradley, Curtis, "Bilingual Voc Ed," 1984. (Available from The National Center for Research in Vocational Education, Columbus, Ohio 43210.)

Texas Education Agency, "Guidelines for Vocational Assessment of the Handicapped," 1980.

Texas Education Agency, "Vocational Assessment for the Handicapped Students," 1980. (Project conducted by Region XX Education Service Center, San Antonio.)

Texas Education Agency, "Vocational Assessment of Students with Special Needs: An Implementation Manual," 1982. (Available from Occupational Curriculum Laboratory, East Texas State University, Commerce, Texas 75428.)

Appendix A

STUDENT INTERVIEW
VOCATIONAL ASSESSMENT

DATE: ____________

NAME ______________________________ SCHOOL ______________________________

AGE ________ GRADE ________ BIRTHDATE ____________

INTERESTS AND ACTIVITIES:

1. What do you like to do most when you are not working or going to school?

SPORTS? ____________ CLUBS, ORGANIZATIONS? __________ HOBBIES? ________

2. Do you have any jobs at home? ____ What? ______________________________

3. What job(s) do you think you would like to do and be good at doing?

________________________ Why? ______________________________

EDUCATIONAL INTERESTS:

4. Would you like to enroll in a vocational program? ____ Which one? __________

5. Have you had any previous work training? ____ What? ____________________

6. What do you plan to do after high school?

College
Military Service
Trade School

Employment-Type of Job? ____________________

Other ______________________________

OCCUPATIONAL AND CAREER AWARENESS:

7. What do employers look for when they hire someone?

____

8. What are some reasons people get fired from jobs?

____

9. What would an employer like about you? ______________________________

____________________ Not like? ______________________________

(Over)

TUDENT'S ATTITUDE AND SELF-KNOWLEDGE: Check the ones that best describe you.

MOST OF THE TIME	SOMETIMES	NEVER	
			DEPENDABLE
			PUNCTUAL
			PATIENT
			EVEN-TEMPERED
			COMPLETES TASKS
			WELL-GROOMED
			LIKES TO WORK WITH OTHERS
			LIKES TO WORK ALONE
			LIKES TO LEARN SOMETHING NEW
			DOES DAILY CHORES/HANDLES RESPONSIBILITIES AT HOME

STUDENT'S PREFERRED WORKING CONDITIONS: Think carefully about the following work conditions. Each group lists conditions that are very different. Check the condition in each group that you prefer.

1. _____INDOORS _____ OUTDOORS _____BOTH
2. _____WITH PEOPLE _____WITH THINGS _____WITH IDEAS
3. _____MOVING AROUND _____SITTING/STANDING STILL _____BOTH
4. _____BUSY PLACE _____QUIET PLACE _____BOTH
5. _____WEAR UNIFORM _____DRESS CLOTHES _____CASUAL CLOTHES
6. _____SAME TASK _____DIFFERENT TASKS _____BOTH
7. _____UNSKILLED _____SEMI-SKILLED _____SKILLED
8. _____SUPERVISED _____UNSUPERVISED _____BOTH
9. _____DIRTY _____NEAT AND CLEAN _____BOTH
10. _____ONE PLACE _____TRAVEL _____BOTH
11. _____DAYTIME _____NIGHTTIME _____BOTH
12. _____AROUND DANGER _____SAFE PLACE _____BOTH

COMMENTS:

INTERVIEW: ________________________________

Appendix B

PARENT INTERVIEW
VOCATIONAL ASSESSMENT

NAME OF STUDENT ______________________________ SCHOOL ______________

DATE __________ GRADE __________ BIRTHDATE __________ TEACHER __________

FATHER'S OCCUPATION ____

MOTHER'S OCCUPATION ____

NAME OF PARENT(S) ____

ADDRESS ____

I. EXPECTATIONS:

1. What do you see your child doing after high school? (Circle answer)

College	Employment-Type of Job? ______________
Military Service	
Trade School	Other ______________________

2. What kind of job or work does your child seem interested in at this time?

____

3. Has your child had any previous work training? (Training under parent, relative, friend)

____

4. What job skills would you like your child to learn in school?

____

5. What does your child like to do most when he/she is not working or going to school?

____

6. Are there vocational education courses you want your child to take while he/she is in school?

____

7. Are you aware of any behaviors that might interfere with your child's getting and holding a job?

____

(Over)

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II. **STUDENT'S ATTITUDE:** Check the ones that describe your child best.

MOST OF THE TIME	SOMETIMES	NEVER	
			Dependable
			On time for appointments
			Patient
			Even-tempered
			Completes tasks
			Well-groomed
			Likes to work with others
			Likes to work alone
			Likes to learn something new
			Does daily chores/handles responsibilities at home

COMMENTS:

Appendix C

TEACHER INTERVIEW
VOCATIONAL ASSESSMENT

STUDENT'S NAME ______________________ SCHOOL ______________________

TEACHER ______________________ DATE ______________________

TAUGHT STUDENT ______________________ IN GRADE ______________________
(Subject)

	Most of the Time	Some of the Time	Never
I. PERSONAL CHARACTERISTICS - Related to work attitudes			
A. Appearance - Cleanliness of body, clothing, shoes; appropriate grooming--hair, make-up, shave, etc.			
B. Personal Habits and Manners - Appropriate use of manners. Does not interrupt others. Does not use loud or profane language.			
C. Attitude - Shows interest and enthusiasm for an assigned task. Accepts direction. Demonstrates a sense of loyalty.			
D. Industriousness - Demonstrates interest and initiative and enthusiasm. Stays on task.			
E. Effort - Works to the best of ability. Applies self to task at hand. Is cooperative, interested.			
F. Self-criticism - Realistically views own ability to do task; can see own shortcomings makes effort to improve.			
G. Criticism from Others - Accepts realistic criticism from peers and supervisors; attempts to improve. Wants to improve on required tasks.			
H. Self-concept - Feels good about self. Is realistic about personal strengths and weaknesses. Is self-confident; does not dwell on disabilities but tries to maximize strengths.			
I. Punctuality - Arrives on time for class and from breaks. Is on time for appointments.			
J. Attendance - Has appropriate attendance record.			

II. INTERPERSONAL - Skills

	Most of the Time	Some of the Time	Never
A. **Social Skills-Personal** - Pleasant, outgoing, friendly; has characteristics which help the student to be more acceptable to fellow workers/ students.			
B. **Worker-Relationships** - Ability to get along, fraternize, converse, integrate with teacher/ supervisor on a respectful plane.			
C. **Cooperation-Attitude** - Ability to work with others. Recognizes necessity of cooperation.			
D. **Cooperation-Performance** - Able to perform as a member of a team effort; works smoothly with others; cooperates with others.			
E. **General Activity Level** - Degree of excitability, motion, tenseness obvious most of the time. Ability to control actions within normal limits.			
F. **Calmness with Change** - Ability to accept changes in situation without becoming upset. Able to take directions, reprimands, suggestions without losing temper or showing emotional outburst or decrease in work production.			
G. **Attention** - Always pays close attention to work and directions. Ability to center attention toward the teacher or supervisor.			

COMMUNICATION SKILLS

(circle one)

A. Speech - (volume) soft moderate loud
(understandability) good poor: covers mouth with hand___ low volume___
speech impediment___

B. Eye Contact - generally present occasionally hardly ever none

C. Comprehension of Language - (understanding) good average poor

ATIONAL BEHAVIOR CHECKLIST: PRELIMINARY SCREENING R PLACEMENT IN VOCATIONAL TRAINING AND JOB ENTRY

Lawrence T. McCarron, Ph.D.

NAME ______________________ AGE ________ SEX _____

TEACHER ______________________ GRADE ______________

FIRST SEMESTER REPORT ________

SECOND SEMESTER REPORT ________ HOURS IN RESOURCE ROOM _____

MARK THE STATEMENT WHICH DESCRIBES THE STUDENT

	NEEDS EXTENDED REMEDIAL PROGRAM		TRIAL BASIS WITH REMEDIAL ASSISTANCE		READY FOR PLACEMENT	
INTERPERSONAL RELATIONSHIPS Appearance & Mannerisms	Unkept appearance or annoying mannerisms.		Occasional inappropriate appearance or annoying mannerisms.		Appropriate appearance and mannerisms.	
Interaction with Others	Inappropriate or aggressive interaction with others.		Interacts with a limited number of familiar persons.		Appropriately interacts with many different people.	
DIRECTION FOLLOWING Instructional Procedures	Does not consistently follow directions.		Needs assistance in either oral or written instructions.		Follows both oral and written instructions.	
Safety Standards	Disregard for safety of self and others.		Minimal infractions of safety or careless distractible behavior.		Follows standards of safe conduct.	
SELF-RELIANCE Initiative	Requires direct, constant supervision to initiate and maintain performance.		Requires intermittent supervision or may not ask for help when needed.		Works independently and asks for help when needed.	
Retention of Information	Requires structuring of tasks and directed prompting.		Occasionally needs repeated instructions and prompting.		Remembers task organization and initiates activity.	
RESPONSIBILITY Reliability	Other persons have to assume responsibility for work.		Occasionally unreliable in assuming own responsibilities.		Maintains personal responsibility for materials and work.	
Adherence to Standards	Flagrant violation of policies, work schedule and conduct.		Occasional infractions of policies and work schedule.		Adheres to policies and work schedule.	
ADAPTABILITY Application of Skills	Unable to apply basic skills in learning vocational tasks.		Needs assistance in application of acquired skills to learn vocational tasks.		Can apply acquired basic skills to learn vocational tasks.	
Flexibility	Changes in work or environment result in substantial reduction in productivity.		Has some initial difficulty accomodating to changes in work or environment, with temporary reduction in productivity.		Accomodates to change in work or environment and maintains productivity.	

	NEEDS EXTENDED REMEDIAL PROGRAM		TRIAL BASIS WITH REMEDIAL ASSISTANCE		READY FOR PLACEMENT	
WORK STABILITY Focused Attention	Environmental stimuli disrupts and discontinues performance.		Environmental distractors temporarily interrupt performance.		Maintains work performance despite environmental distractions.	
Persistence	Lacks determination. Unable to persist at a task until completed.		Occasional encouragement needed to persist on and complete task.		Able to sustain work performance until completed.	
LEARNING CAPACITY Productiveness	Performs work at an extremely slow rate and unable to complete task within specified time frame.		Inconsistent rate of work performance. Productivity varies from task to task.		Performs work at an acceptable rate.	
Quality	Consistently poor quality of work (i.e. sloppiness, incomplete, frequent errors).		Inconsistent quality of work. (i.e. one area of work completed well, while another poorly done).		Consistently good quality of work; few errors.	
RESPONSE TO TRAINING Accepts Supervision	Rejects and is resistent to suggestions and corrections.		Accepts suggestions, but may be resistent to corrections.		Accepts and responds to suggestions and corrections.	
Improvement of Skills.	Work skills show little or no improvement with training.		Work skills show some, but inconsistent improvement with training.		Work skills show noted and consistent improvement with training.	
STRESS TOLERANCE Emotional Stability	Becomes easily upset, emotionally distressed and disorganized.		Occasionally becomes emotionally upset, but able to regain calm composure and resume work.		Remains emotionally calm even under stress.	
Impulse Control	Impatient, unable to wait turn, acts without anticipating consequences of behavior.		Occasionally becomes impatient or does not wait turn. Is able to regain self-control.		Consistent, predictable behavior. Adequate self-control.	
WORK ATTITUDE Work Satisfaction	Disgruntled and dissatisfied with the work/and environment.		Has a neutral, undeveloped attitude toward the work and environment.		Finds pleasure and satisfaction in the work and environment.	
Self-image	Has a negative, demeaning self-image and pesimistic outlook.		Has an indifferent self-image and undefined outlook.		Has a positive self-image and optimistic outlook.	

Developed by Lawrence T. McCarron, Ph.D, as a part of a program improvement project under contract to the Department of Occupational Education and Technology, the Texas Education Agency.

Combination Interest and General Aptitude

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Length	Comments
APTICOM Individual	Vocational Research Institute Jewish Employment and Vocational Services, 1700 Samson Street, Philadelphia, PA (215) 893-5911	$4,640	Measures the same aptitudes as the GATB; assesses interests and develops an aptitude-interest interaction report	Computer generated testing format weighing approximately 27 lbs. Self-scoring	45 minutes	Sales representative in Texas is James E. Anderson, 10157 D Cashel Street, Baton Rouge, LA 70815, (504) 926-4091. Is being used extensively with the Job Training Partnership Act
Valpar Micro-Computer Evaluation and Assignment (MESA) Individual or Group	Valpar Corporation, 3801 East 34th Street, Tucson, AZ 85713 (602) 790-7141	$10,100	Vocational screening and assessment compares performance to D.O.T. qualifications	Hands-on computer activities	3.5 hours	Computer generated reports with evaluative summary; cost quoted is for 4 work stations, complete package including computer
Occupational Aptitude Survey and Interest Schedule (OASIS)	PRO-ED, 5341 Industrial Oaks Boulevard, Austin, TX 78735 (512) 892-3142	$93	Aptitude and interest assessment; sixth grade reading level	Paper and pencil format using test booklet and answer sheets	90 minutes	Cost and length of test include both the aptitude and interest portions; these sections may be obtained separately on a 30-day trial basis available

Aptitude

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Length	Comments
McCarron-Dial Evaluation System Individual	McCarron-Dial Systems, Inc., P. O. Box 45628, Dallas, TX 75245 (214) 247-5945	$1250	Assess a variety of functional abilities; can be used with non-readers and low IQ individuals (MR)	Assessment consists of three broad components: 1. Paper and pencil 2. Visual discrimination 3. Gross motor testing	3-4 hours	Training is required; computer software and adaptation for the visually impaired is available
Skills Assessment Module (S.A.M.)	Piney Mountain Press, Inc. Box 333 Cleveland, GA 30528	$1995	Assesses students' manipulative and and cognative strengths	Hands-on activities using skill modules	90 minutes	Sales representative in Texas is the Education ConneXtion 12597 Montego Plaza Dallas, TX 75230 (214) 999-5252
Career Ability Placement Survey (CAPS) Individual or Group	Educational Industrial Testing Service, P. O. Box 7234, San Diego, CA 92107 (619) 222-1666	$54	Measurement of aptitudes keyed to entry requirements of jobs in 14 occupational clusters; 8th grade up	Paper and pencil testing format	40 minutes	Good reading skills required; price includes 30 self-scoring answer booklets

Interest Inventories

Title	Author/Publisher	Cost	Purpose and Target Group	Format	Length	Comments
Becker Reading Free Vocational Interest Inventory Individual or Group	Elbern Publish. Columbus, Ohio (614) 235-2643	$24	Identify areas of vocational interest at the non-skilled and semi-skilled level	Nonreading, picture format; student identifies pictures of certain jobs	20 minutes	1981 revisions combine test for both sexes. Price quoted includes 20 test booklets. Sample sets are available
California Occupational Preference Systems (COPS) Individual or Group	Educational and Industrial Service, P. O. Box 7234, San Diego, CA 92107 (619) 222-1666	$36.25	Assist in career decision making at junior high school age and above	168 items; student indicates a like or dislike of the jobs represented	30 minutes	Client scoring format available; price quoted includes 100 answer sheets and 25 reusable books
Career Assessment Survey Exploration (CASE) Individual or Group	America Assessment Corporation P. O. Box 1125 Gardendale, AL 35071 (205) 631-3339	$430	Occupational interest inventory; age 14 and above	Audio/visual presentation	45 minutes	Distributed in Texas by Bonnie Krause (214) 991-5252; price includes audio/visual materials
Pictorial Inventory of Careers (PIC) Individual or Group	Talent Assessment P. O. Box 5087 Jacksonville, FL 32247-5087	$495	Interest assessment correlated to D.O.T.	35mm filmstrip and cassette hand scoring necessary	20 minutes	Sales representative in Texas is the Education ConneXtion 12597 Montego Plaza Dallas, TX 75230 (214) 999-5252

Appendix F

Level I

PROFILE FOR SPECIAL NEEDS STUDENTS
(Summary)

Name ______________________ Birthdate _________ Grade _________ Sex _________

School ______________________________ Attendance ______________________

Cumulative Data

Academic Performance _________ Grade Level _________ Below Grade Level _________

TEAMS Test _____Math _____Reading _____Writing

_____Composition _____Aggregate _____ Percentile Rank

Other Assessment Scores ____

Interview and Observation

STRENGTHS	LIMITATIONS
Personal Characteristics:	Personal Characteristics:
Interpersonal Skills:	Interpersonal Skills:
Career Awareness:	Career Awareness:
Student Attitude:	Student Attitude:
Vocational Behaviors:	Vocational Behaviors:
Physical:	Physical:
Interests:	Interests:

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Level II

Interests:

Aptitude:

STRENGTHS	LIMITATIONS
General Learning Ability:	General Learning Ability:
Verbal:	Verbal:
Numerical:	Numerical:
Perception (Spacial, form, clerical):	Perception (Spacial, form, clerical):
Motor Coordination:	Motor Coordination:
Eye Hand Coordination:	Eye Hand Coordination:
Dexterity:	Dexterity:

Recommendations:

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Comprehensive Analysis of A Vocational Training Program

Vocational Program Title: ____________________

Location: ____________________

Teacher: ____________________

I. Occupational Cluster

Match the program to an Occupational Cluster. Circle the cluster which best describes the job.

1. Professional, Technical and Managerial Occupations
2. Clerical and Sales Occupations
3. Service Occupations
4. Agricultural, Fishery, Forestry, and Related Occupations
5. Processing Occupations
6. Machine Trades Occupations
7. Bench Work Occupations
8. Structural Work Occupations
9. Miscellaneous Occupations

II. Unpleasant Working Conditions

Rate each working condition as applied to the vocational/training program. Mark an "X" in the space which best describes the working conditions.

	Continuous Exposure 76-100%	Extensive Exposure 51-75%	Intermittent Exposure 16-50%	Rare Exposure 1-15%	No Exposure 0%
1. Hazardous					
2. Loud Noises					
3. Vibrations					
4. Intense Light					
5. Hi/Lo Temp.					
6. Fumes					
7. Odors					
8. Toxic Materials					
9. Dust or Lint					
10. Poor Ventilation					

NOTE: The percent refers to the amount of time each program is involved in a particualr condition or skill. For example, if the program is not hazardous at any time, it is marked in the No Exposure 0%; while a program that exposes the worker to loud noises a little more than half the time is marked in the space Extensive Exposure 51-75%.

Job Characteristics

Mark an "X" in the space which best describes the characteristics of the vocational training program.

	Continuous 76-100%	Extensive 51-75%	Intermittent 16-50%	Minimal 1-15%	None 0%
DATA					
1 Money Transactions					
2. Measurement/Gages					
3 Weights/Scales					
4 Calculations					
5 Applied Reading Skills					
PEOPLE					
6. Working Around Others					
7. Supervised by Employer					
8. Co-worker Teamwork					
9. Customer Interaction					
10. Directing Work of Others					
THINGS					
11. Production Stress					
12. Precision/Quality Control					
13. Short Term Task Repetition					
14. Self-control of Work Pace					
15. Cleanliness					

IV. Sensory Capacity

Mark an "X" in the space which best describes the sensory capacities needed to perform the vocational training program.

	Continuous 76-100%	Extensive 51-75%	Intermittent 16-50%	Minimal 1-15%	None 0%
1. Visual Discrimination					
2. Color Vision					
3. Spatial/Form Perception					
4. Tactile (touch) Sensitivity					
5. Hearing/Talking					

Physical Capacity

Mark an "X" in the space which best describes the physical demands of the vocational training program.

	Continuous 76-100%	Extensive 51-75%	Intermittent 16-50%	Minimal 1-15%	None 0%
1. Use of Both Hands					
2. Hand Strength					
3. Eye-Hand Coordination					
4. Finger Dexterity					
5. Prolonged Sitting					
6. Standing/Walking					
7. Lifting/Carrying					
8. Balancing/Climbing					
9. Total Body Coordination					
10. Physical Endurance					

VI. Educational Requirements

Circle the educational requirements which apply:

0. Reading and math skills not required.
1. Third grade reading and math skills.
2. On-the-job training without completing high school.
3. High school diploma or G.E.D.
4. Vocational technical training.
5. College degree.

Developed by Lawrence T. McCarron, Ph.D. and Harriette Spires as part of a program improvement project under contract to the Department of Occupational Education and Technology, Texas Education Agency.

VOCATIONAL SUPPORT SERVICES FOR HANDICAPPED STUDENTS IN VOCATIONAL PROGRAMS

Adult ____________

Student's Name ______________________________ Grade Level ______________________ Age ____________

Based on vocational interest and aptitude assessment data, this student is recommended for placement in the following vocational program area:

_______Agriculture

Occupational Home

_______Economics Education

Marketing and

_______Distributive Education

_______Industrial Arts

Consumer and

_______Homemaking Education

_______Office Education

_______Health Occupations

_______Occupational Orientation

_______Industrial Education

Instructional arrangements: _______Regular Program _______CVAE _______VEH

Specific Class: ______________________________

Characteristic of Student

Vocational assessment data show deficits in the following areas:

_______Communication skills

    _______Reading

    _______Writing

    _______Composition

_______Math skills

_______Vocational behaviors

_______Work attitudes

_______Career awareness

_______Is below grade level

_______Other (describe)

____

____

Support Services Needed

Items checked are the programs or services necessary for the student to succeed in the program:

_______Specialized vocational counseling

_______Extended community involvement

_______Use of teacher aides

_______Tutorial services and assistance

_______Integration of basic education and vocational subject matter

_______Team teaching in vocational programs

_______Curriculum modification (implementation, not development)

_______Adaptations in the career/employment goals for individual students

_______Changes in the rules regarding

    _______a. time allowed to complete a course or program

    _______b. time spent in the lab or classroom

_______Changes in the course of study in an individual student's program

_______Changes in the way program accomplishments are reported

_______Programmed and individualized instruction

_______Special teachers

_______Special teachers for job readiness (prevocational) instruction

_______Arrangements for transportation

_______Specialized equipment

_______Other (describe)

____

____

Check modifications of courses necessary for student participation.

_______Changes in reading requirements

_______Changes in listening requirements

_______Changes in math requirements

_______Changes in the methods of instruction

_______Changes in the pace of the instruction

_______Changes in the sequence of topics

_______Changes in tools, equipment, or machinery used in the classroom

_______Changes in the classroom environment

_______Changes in project or report requirements

_______Changes in the way tests are given

VOCATIONAL SUPPORT SERVICES FOR DISADVANTAGED STUDENTS IN VOCATIONAL PROGRAMS

Student's Name ______________________________ Grade Level ______________________ Adult ____________ Age ____________

Based on vocational interest and aptitude assessment data, this student is recommended for placement in the following vocational program area:

_______Agriculture
_______Occupational Home Economics Education

_______Marketing and Distributive Education
_______Industrial Arts

_______Consumer and Homemaking Education
_______Office Education

_______Health Occupations
_______Occupational Orientation
_______Industrial Education

Instructional arrangements: _______Regular Program _______CVAE

Specific Class: ______________________________

Characteristic of Student

Vocational assessment data show deficits in the following areas:

- _______Communication skills
  - _______Reading
  - _______Writing
  - _______Composition
- _______Math skills
- _______Vocational behaviors
- _______Work attitudes
- _______Career awareness
- _______Is below grade level
- _______Other (describe)

____

____

Support Services Needed

Items checked are the programs or services necessary for the above disadvantaged student:

- _______Specialized vocational counseling
- _______Use of teacher aides
- _______Tutorial services and assistance
- _______Integration of basic education and vocational subject matter
- _______Team teaching in special vocational education programs
- _______Curriculum modification (implementation, not development)
- _______Programmed and individualized instruction
- _______Special teachers
- _______Work study arrangements
- _______Reduction of student-teacher ratio in special classes (CVAE)
- _______Arrangements for transportation
- _______Specialized instruction material and equipment
- _______Other (describe)

____

____

Describe How Services Are To Be Provided

VOCATIONAL SUPPORT SERVICES FOR STUDENTS WITH LIMITED ENGLISH PROFICIENCY

Student's Name ______________________ Grade Level ______________________ Adult Age ____________

Based on vocational interest and aptitude assessment data, this student is recommended for placement in the following vocational program area:

______ Agriculture
______ Occupational Home Economics Education
______ Marketing and Distributive Education
______ Industrial Arts
______ Consumer and Homemaking Education
______ Office Education
______ Health Occupations
______ Occupational Orientation
______ Industrial Education

Instructional arrangements: ______ Regular Program ______ CVAE

Specific Class: ______________________

Characteristic of Student

______ Native tongue is not English.
______ English is not the dominant language in the home.
______ Student has difficulties speaking and understanding instruction in the English language.

Vocational assessment data show deficits in the following areas:

______ Communication skills
    ______ Reading
    ______ Writing
    ______ Composition
______ Math skills
______ Vocational behaviors
______ Work attitudes
______ Career awareness
______ Is below grade level
______ Other (describe)
____

Support Services Needed

Items checked are the programs or services necessary for the above disadvantaged student:

______ Specialized vocational counseling
______ Interpreters (including peers)
______ Use of teacher aides
______ Tutorial services and assistance
______ Integration of basic education and vocational subject matter
______ Team teaching in special vocational education programs
______ Curriculum modification (implementation, not development)
______ Programmed and individualized instruction
______ Special teachers
______ Work study arrangements
______ Reduction of student-teacher ratio in special classes (CVAE)
______ Arrangements for transportation
______ Specialized instruction material and equipment
______ Other (describe)
____

Describe How Services Are To Be Provided

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APPENDIX K

SELECTED SOURCES OF BILINGUAL AND NON-ENGLISH VOCATIONAL MATERIALS

Source	Vocational Areas	Language(s)
Bilingual Publications Company 1966 Broadway New York, NY 10023	Air conditioning and refrigeration, auto mechanics, business education, commercial correspondence, electronics, health occupations, home economics, TV and radio repair	Spanish
Brolet Press 18 John Street New York, NY 10038	Electronics	Creole Portuguese Spanish
Chilton Book Company Radnor, PA 19089	Auto mechanics	Spanish
European Book Company 925 Larkin Street San Francisco, CA 94109	Agribusiness, air conditioning and refrigeration, auto mechanics, construction, data processing, electronics, health occupations, sewing, TV and radio repair, vocational teacher education	Spanish
Heffernan's Supply Company 2111 West Avenue Box 5309 San Antonio, TX 78201	Accounting, agribusiness, auto mechanics, commercial correspondence, construction, data processing, drafting, electronics, TV and radio repair	Spanish
Lab Volt Systems P. O. Box 686 Farmingdale, NJ 07727	Electricity and electronics	Multilingual
McGraw Hill 1221 Avenue of Americas New York, NY 10022	Business education, drafting, machine shop, welding	Spanish

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Source	Vocational Areas	Language(s)
Milady Publishing Corporation 3839 White Plains Road Bronx, NY 10467	Cosmetology	Spanish
Minerva Book Company 137 West 14th Street New York, NY 10011	Air conditioning and refrigeration, auto mechanics, business education, health occupations, TV and radio repair	Spanish
Quality Book Company 400 Anthony Trail Northbrook, IL 60062	Auto mechanics, construction, electronics, TV and radio repair	Spanish
Richards Rosen Press 29 East 21st Street New York, NY 10010	Employability skills	Spanish
South-Western Publishing Company Dpto. de Ediciones en Espanol 5101 Madison Road Cincinnati, OH 45227	Business education, health occupations, industrial arts	Spanish
The French & Spanish Book Corporation 619 Fifth Avenue New York, NY 10020	Agriculture, auto repair, business education, carpentry construction, cosmetology, data processing, electricity, electronics, graphics arts, health occupations, heating, home economics, hotel and restaurant, photography, printing, real estate, radio and TV repair, refrigeration	French